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ABSTRACT

This document describes various discipline procedures adopted with the intent of modifying inappropriate student behavior. The targeted population consisted of one fourth grade physical education class, one fifth grade physical education class, and one eighth grade industrial technology class. The study documented the problem of student misbehavior through data that was collected by observation checklists, test scores, questionnaires, and surveys. These tools revealed inappropriate behavior, time outs, and instruction time off task. After reviewing solution strategies from the literature and completing data collection, the following interventions were implemented: the incorporation of cooperative learning and team building instructional techniques, social skill instruction, and positive discipline strategies. Results indicate that at Site A, the intervention proved inconclusive. At Site B, based on the presentation and analysis of the data on student surveys, the students showed an improvement in their behavior and social skills and cooperative lessons worked to help with the students' social skills. The intervention at Site C had mixed results. Based on the student survey, the intervention had a positive effect on student behavior. Researchers at Site C also reported that the intervention helped eliminate negative behavior during cooperative activities. The paper concludes that the cooperative learning aspect of this intervention had a larger positive effect than did the positive discipline aspect. (Contains 32 references and 27 appendixes.) (GCP)

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IMPROVING STUDENT BEHAVIOR

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An Action Research Project Submitted to the Graduate Faculty of the

School of Education in Partial Fulfillment of the

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ABSTRACT

This document describes various discipline procedures adopted with the intent of modifying inappropriate student behavior. The targeted population consists of fourth grade physical education class, one fifth grade physical education class, and one eighth grade industrial technology class. All three sites are located within the Chicagoland area. The problem of student misbehavior will be documented through data that will be collected by observation checklists, test scores, questionnaires, and surveys. These tools will reveal inappropriate behavior, time outs, and instruction time off task.

Analysis of probable cause data should reveal the growing concern of behavior problems in today's schools. Teachers agree that most behavior problems fall under the classification of minor behavioral issues, such as, talking out of turn, overreacting when teachers give directions, and lack of respect for rules.

After a review of the solution strategies from the literature and upon completion of data collection, the following interventions will be implemented: The incorporation of cooperative learning and team building instructional techniques, social skill instruction, and positive discipline strategies.

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CHAPTER 1

PROBLEM STATEMENT AND CONTEXT

General Statement of the Problem

The students of the targeted third, fifth, and seventh grade classrooms exhibit disruptive behavior that interferes with academic achievement. Evidence of the problem includes teacher observation and lack of class time on task.

Immediate Problem Context

There are three separate settings that this research encompasses. This report includes information about the students, the instructional setting, finances, student performance, and communities. The schools for this report will be designated A, B, and C.

School

All information presented on school A has been taken from the 1997 school report card. School A is in an elementary school district. The grades in this school are kindergarten through fifth. There are a total of 315 students. The racial/ethnic background is; 89.2% White, 9.8% Asian/Pacific Islander, 1.0% Hispanic, 0.0% Black, and 0.0% Native American. This school has 0.3% Low-income students. There are 8.9% Limited-English-Proficient students who have been found to be eligible for bilingual education. The attendance rate is 96.3%. The Student mobility rate is 6.2%. Chronic

Truancy is 0.0%. The average class size is 19.0 students in kindergarten, 17.0 in first grade, and 19.0 in third grade. Information regarding class size for grade two, four and five is not available.

A major portion of the school day is devoted to the teaching of core subjects. The Illinois Goal Assessment Program (IGAP) test scores fall well above state averages. Physical education classes meet daily for twenty minutes. School A offers music, art, and library classes. Each classroom houses six computers, all with Internet access. Other special programs include, spanish and french classes, speech, and boost opportunities for students that fall behind. The "Kid Care" program is available for student supervision before and after school.

Teacher and administrator information is based on full-time equivalents. Teachers include all school personnel whose primary responsibility is listed as that of classroom teacher on the State Teacher Service Record File. This information is only available at site A's district level. There are 145 teachers in the district, 100% White. Females make up 88.3% of the teachers and males make up 11.7%. The average teaching experience in the district is 13.0 years. Teachers holding a Bachelor's degree total 59.1%. Teachers holding a Master's degree and above total 40.9%. The pupil-teacher ratio is 13.4:1. Pupil-Administration ratio is 150.5:1.

The average teacher and administrator salaries are based on full-time equivalents. The average teacher salary is $47,258. The average administrator salary is $83,448. The operating expenditure per student is $10,334. The total expenditure is $17,385,226.

School A's TEAM theme for the 1997-98 school year, Together Everyone Achieves More, focuses on the concept of cooperation. For staff, this means the

continued use of cooperative learning strategies and incorporation of best practices in their day-to-day school operation. For students this means activities that focus on social skill development, developing positive interactions with peers, and skill development in cooperation with others. In its fourth year, school A's Connected Classroom concept now includes all grades 1-5. This model incorporates integrated curriculum, functional technology, and authentic assessment. Together with district-wide curriculum review and revision, they will continue to develop the Connected Classroom concept to best meet the needs of students. The staff is committed to providing instruction, which reflects current best practices in education in the areas of curriculum, brain-based learning, and use of technology (School Report Card, 1997).

Community

School A is a northern suburb of Illinois largest city. The community is boastful of its schools and the opportunities that exist for their children. The Village Park District provides all members of the community, young and old, a number of resources for community enjoyment. Parks, athletic leagues, and superior facilities help make the community a desirable place to live. The village population is 33,000. The median home value is $325,260. The median family income is $99,856.

Site B

The site in which the intervention will be done this spring is currently under the process of being constructed. Site B, is the second middle school in this district, slightly larger population wise, to its sister school.

At Site B four teachers work in a cooperative team they call a "core". Each core teaches math, science, social studies, and language arts. Eight cores (240 students) utilize forty laptop computers, each with Internet access, allowing students to research papers, communicate with others, or complete projects. Cores have two consecutive hours to teach four subjects each day, allowing teachers to split the time depending on their needs.

When students are not in core classes they are taking elective courses. Many electives are offered to students who have a choice in what they take. Some of the choices include ceramics, photography, foods, sewing, music theater workshop, woods, plastics, waves, MTV world, chorus, Spanish and industrial technology.

There are after school homework help sessions not to mention intramural floor hockey, wrestling, flag football, basketball, softball, and others. Students can also participate in Teen Leisure Clubs (TLC) which is offered by teachers who have a hobby they would like to share voluntarily with students. Some of the clubs include weight lifting, golf, radio control car racing, model building, roller hockey, X-Files, environmental, and science Olympics, to name a few. Also for those students who like politics we offer Student Government Association (SGA) which does candy drives, sets up dances, free car washes, and student outings. SGA consists of an eight-grade executive council who plans seventh and sixth grades with activities.

District

The following statistics on Site B and its district are from the 1997 School Report Card. Site B is a sixth, seventh, and eight grade middle school educating a total of 791 students. Five elementary schools, kindergarten through fifth grade, feed into both middle schools. Of those 791 students 93.8% are White, 3.2% are Asian/Pacific Islander,

2.9% are Hispanic, 0.1% are Black, and 0.0% are Native American. The students' attendance rate at the school is 96.2%. Student mobility is 4.4%. Only one student was counted as chronic truant because of absences from school without valid cause for 10% or more of the last 180 school days (School Report Card 1997). The school rates at 1.6% low-income students and 0.5% are Limited-English-Proficient meaning they are eligible for bilingual education. The average class size for eighth grade is 34.7. Information on seventh grade average class size not reported. IGAP scores in the seventh and eighth grade classes exceeded those of the state in all subjects.

Total number of staff at Site B is approximately 100, including a principal, assistant principal, three secretaries, a school nurse, two counselors, cafeteria and custodial staff and teachers. The number of staff in the district is 250 teachers. Of those, 99.6% are White and 0.4% are Asian/Pacific Islander. Female teachers consist of 86.0% of the district, while male teacher's total 14.0% of the district. Average teaching years of experience is 12.4 years. Teachers holding master degrees ass to 53.8%, while teachers with a bachelor's degree total 46.2% in the district. The pupil to teacher ratio is 17.2:1 and the pupil to administration ratio is 281.4:1. The average teacher salary in the district is $48,237 whereas the administrator salary increases to $85,257 for an average. Operating expenditure per pupil comes to $7,570 for the year. Total money spent on education for the year, by the district, is $20,468,151.

Community

Site B is located in a northern suburb between a major airport and large Midwestern City. The population is approximately 36,000. Median home value is $228,112. Median age is 43.2. Median years of school completed are 14.3. Average

family income is $74,232. Approximately 60.0% of the community are married while 23.3% are single. In the community, 42.1% hold managerial or professional occupations. There are 19 places of worship, four health facilities, and three childcare facilities. The community demonstrated its support to children and their educational needs through a referendum just passed, after the first try, to build a brand new school. The school will educate grades six, seventh, and eight, which helps the overcrowding in the five elementary schools.

The PTO is also very supportive in that it continually donated money to the school. There is also an Education Learning Foundation (ELF) that awards scholarships to students. Also, in the community, is a group called the Jaycees who awarded a staff member "Outstanding Teacher of the Year". Parks and a community center serve the population with athletic and educational activities for all ages.

Site C

Site C is an elementary school, within a district of ten elementary schools, serving children in grades kindergarten through 8th grade. According to the 1997 School Report Card, Site C enrollment is as follows: 605 students, of which 99.5% are Black, 0.3% are Hispanic and 0.2% are White. Attendance at Site C is 92.4%, with 1.5% classified as Chronic Truancy. Student mobility is 30.2%. Average class size is 21.8. IGAP scores for the school are lower than the state averages. Of the students who attend Site C, 47.6% are low-income.

The School Report Card does not provide a teacher break down for each school. Information on the teachers will be provided in the district summary, below. Site C offers its students a variety of extracurricular actives, as follows: boys basketball and

volleyball, girls basketball, volleyball and cheerleading, yearbook student council and choir. Site C also offers its students the benefits of 21 classroom teachers, one principal, one part-time assistant principal, two social workers, one Title I Teacher, one part-time speech teacher, five classroom aides, six part-time lunchroom supervisors and a three-member maintenance staff.

The District

The district, which encompasses Site C, employs 245 teachers: 60% are White, 32.7% are Black, 6.5% are Hispanic and 0.8% are Asian/Pacific Islander, of which 91% are female and 9% are male. Average teaching experience is 12.2 years. Among the teachers, 58% have a bachelor's degree, and 41.2% have a masters degree or higher. Average teacher salary is $38,318; average administrator salary is $55,253. Operating expenditure per pupil is $4,323. Site C pupil-teacher ratio is 24.8:1 and pupil administrator ratio is 226.2:1. Within the district there are 5,203 students of whom 65.5% are Black, 26.5% are Hispanic, 7.5% are White and 0.4% are Asian/Pacific Islander. Attendance within the district is at 92.8% with 1.2% classified as Chronic Truancy. Student mobility out of the district is 25.5%. Among the students, 41.2% are considered low-income, and 10.8% of the students are classified as limited-English proficient.

The Community

Site C is located in a small suburb of a major city. According to the Homes Section of a major newspaper, the town is two point five square miles and has an estimated population of 27,059, which has not changed much from 1980 when the census was taken. Median home value is $85,479, with median rent being $483. Median family

income is $42,523, with 18.9% of household income below $15,000. Crime per 100,000 residents is almost double that of the State's. Of the population 18 years of age and over, 34% have not graduated high school, 28% have graduated high school, 27.7% have some college, and 10.3% have a bachelor's degree or higher. Very little new construction has occurred since 1970. The town has one library with two branches, thirty-four churches (severing a variety of denominations), three health facilities and six child-care facilities.

National Context of the Problem

Behavior problems are a growing concern in today's schools. This is evident by the number of detentions, suspensions, and expulsions. From poor social skills to gun violence, drugs and gang activity, academic achievement is at risk. "More than 100,000 teachers and at least 282,000 students are physically assaulted each school year, and seemingly innumerable fights occur on campus" (Mazin and Hestand, 1996. P. 44)

As much as one third of instructional time is consumed dealing with poor student behavior. Most problems fall under the classification of minor behavioral issues. These problems consist of talking out of turn and/or goofing off (Henley, 1997). The disruptive behavior of students in the classroom results in teachers spending more time disciplining off task behavior. Therefore, on task behavior and skill development are sacrificed (Boyce, 1997). In a chaotic classroom, academic instruction can not take place (Doyle, 1986; Boyce, 1997).

Frustration is mounting among teachers due to the countless number of disruptions that students cause during class. The students also defy any effort that teachers put forth to reach them (Canter, 1993). According to Wallis (1998), behavioral issues must be dealt with before the educational process can take place.

Schools across the nation have noticed a change in student behavior. The percentage of students displaying negative behavior is on the rise (Mendler, 1996). "Did you know that approximately 70% of all school misbehavior occurs not because of what the teacher has done, but because of other factors?" (Mendler, 1996. P.16). These factors include, family issues, peer acceptance, and other societal stresses (Mendler, 1996). Farner (1996) agrees with Mendler, that behavior problems exist in classrooms throughout the United States.

CHAPTER 2

PROBLEM EVIDENCE AND PROBALE CAUSE

Problem Evidence

"All to often, teachers are confronted with students who talk when asked to be quiet; who dawdle when asked to work; who argue and talk back when asked to follow directions" (Canter & Canter, 1992, p.6). Evidence from all three sites supports this.

Site A

To document a behavior problem at Site A the researcher used a variety of tools. An observation checklist (Appendix A) was used in the targeted fourth grade classroom. Table 1 is a summary of the results.

Table 1

Rules Broken Baseline Site A

Rule	Week 1	Week 2	Week 3
Rule 1	11	7	8
Rule 2	24	25	18
Rule 3	13	15	12
Rule 4	1	4	2
Rule 5	2	2	0

At the conclusion of three weeks the researcher found arguing and shouting among students, rule two and demonstrating good sportsmanship, rule three were broken the most. Talking out of turn, rule one was also a major problem at Site A. Supporting the above evidence is a teacher questionnaire (Appendix B) that the researcher passed out to all classroom teachers. Figures 1 and 2 will present the evidence.

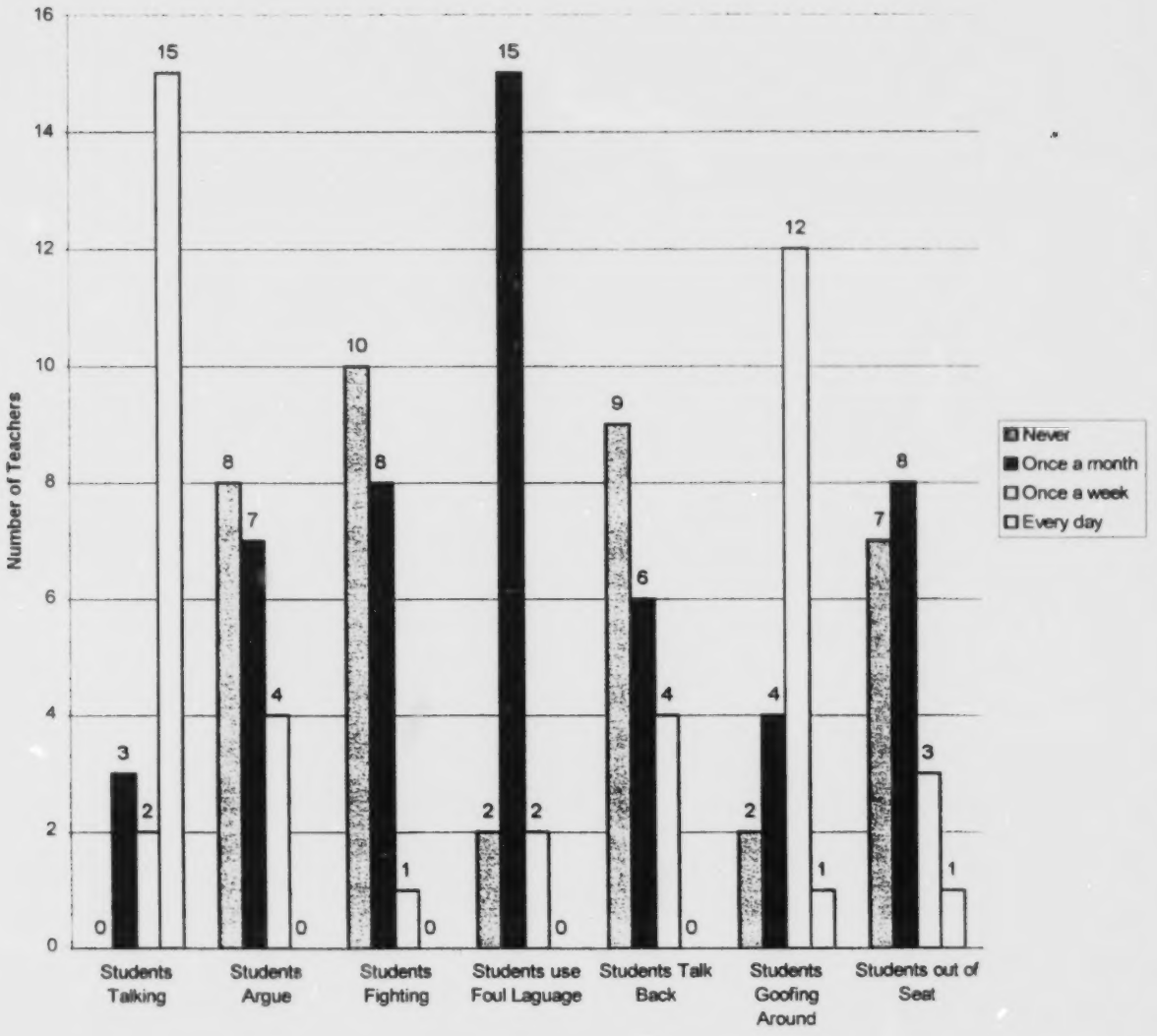

Figure 1. Number of teachers that have a particular behavior in the classroom Site A

Figure 1 shows that student talking is a problem at Site A. This supports the findings from the behavior checklist from above Table 1. The majority of the teachers also stated student goofing around happens at least once a week. Again the teacher survey supports the behavior checklist in that the majority of the teachers stated student arguing is a problem. In Figure 2 the researcher will show the number of times each of the above negative behaviors happens, on any given day.

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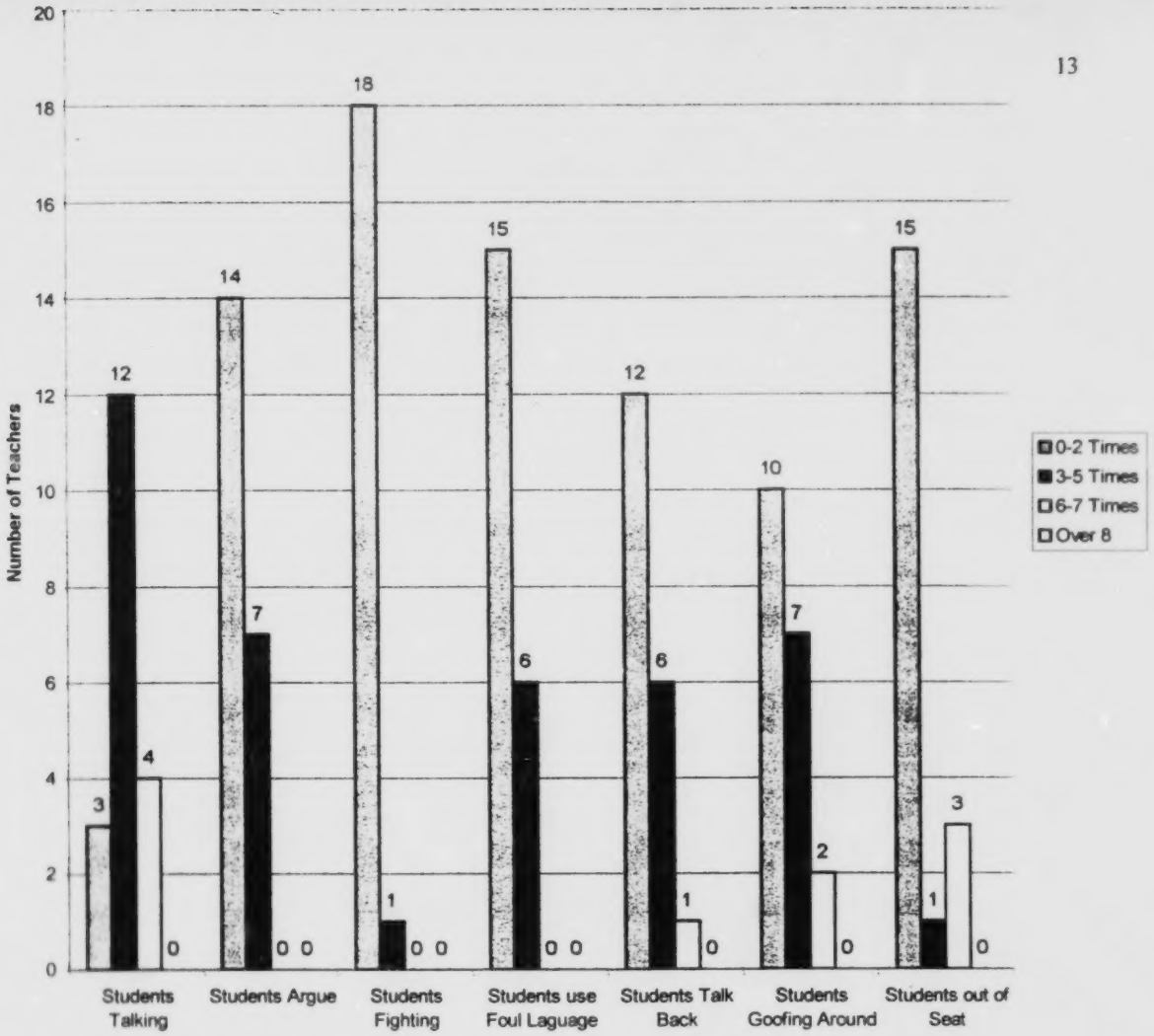

Figure 2. Teacher responses to number of times on any given day each occurrence happen Site A.

Student talking is the largest problem at Site A. Over 84% of the teachers stated student talking happens over three times a day with 21% stating student talking happens over six times a day. Almost 50% of the teachers stated student goofing around happens over three times a day. The indicators shown in the figures and tables above that behavior is a problem at Site A.

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Site B

Negative behavior is a problem at Site B. The researcher used a teacher questionnaire (Appendix B) and a student survey (Appendix C) to prove this. Table 2 summarizes the student survey.

Table 2

Student Survey (in percent) Baseline Site B

Question	Yes	No
Do you feel you listen well in class	60	40
Do you feel you talk too much	32	68
Do you feel your behavior is appropriate	73	27
Do you feel your class listens well	56	44
Do you feel your class talks too much	43	57
Do you feel your class is well behaved	56	44
Do you wish you could be in a different class	7	93
Do you feel your teacher does enough	53	47
Biggest behavior problem "Talking"	50	50
Biggest behavior problem "working safely "	50	50
Biggest behavior problem "Not listening"	0	100

In reviewing Table 2 one can see that just over 60% of the students see their own behavior is fine. Therefore, approximately 40% of the students know their own behavior is not appropriate. This is evident by looking at the first three questions. In looking at questions four thought six one will also see over 40% of the students see their classmates

have behavior problems. The two biggest problems according to the students are talking and fighting.

A teacher survey (Appendix B) will affirm that negative behavior especially student talking is a problem at Site B. Figures 3 and 4 will present the evidence.

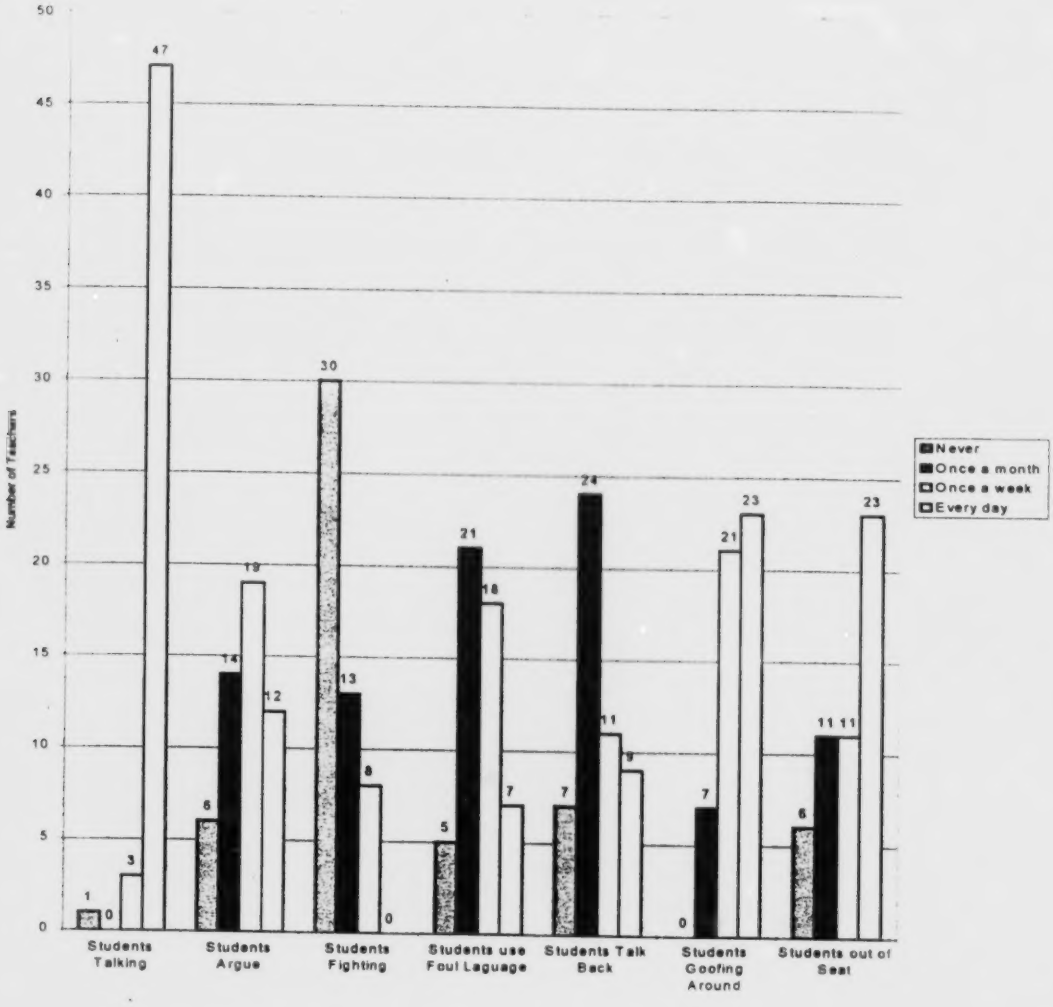

Figure 3 Number of teachers who notice students with particular behavior problems in the classroom Site B.

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Figure 3 shows that of the 51 teachers surveyed 92% have stated a student talking is a problem. According to the teachers student goofing around is also a problem. Eighty-six percent have indicated goofing around occurs at least once a week with 45% of the teachers indicating it occurs every day. Forty five percent of the teachers stated out of seat behaviors are also a problem. Figure 4 shows the number of times each of the above negative behavior happens, on any given day.

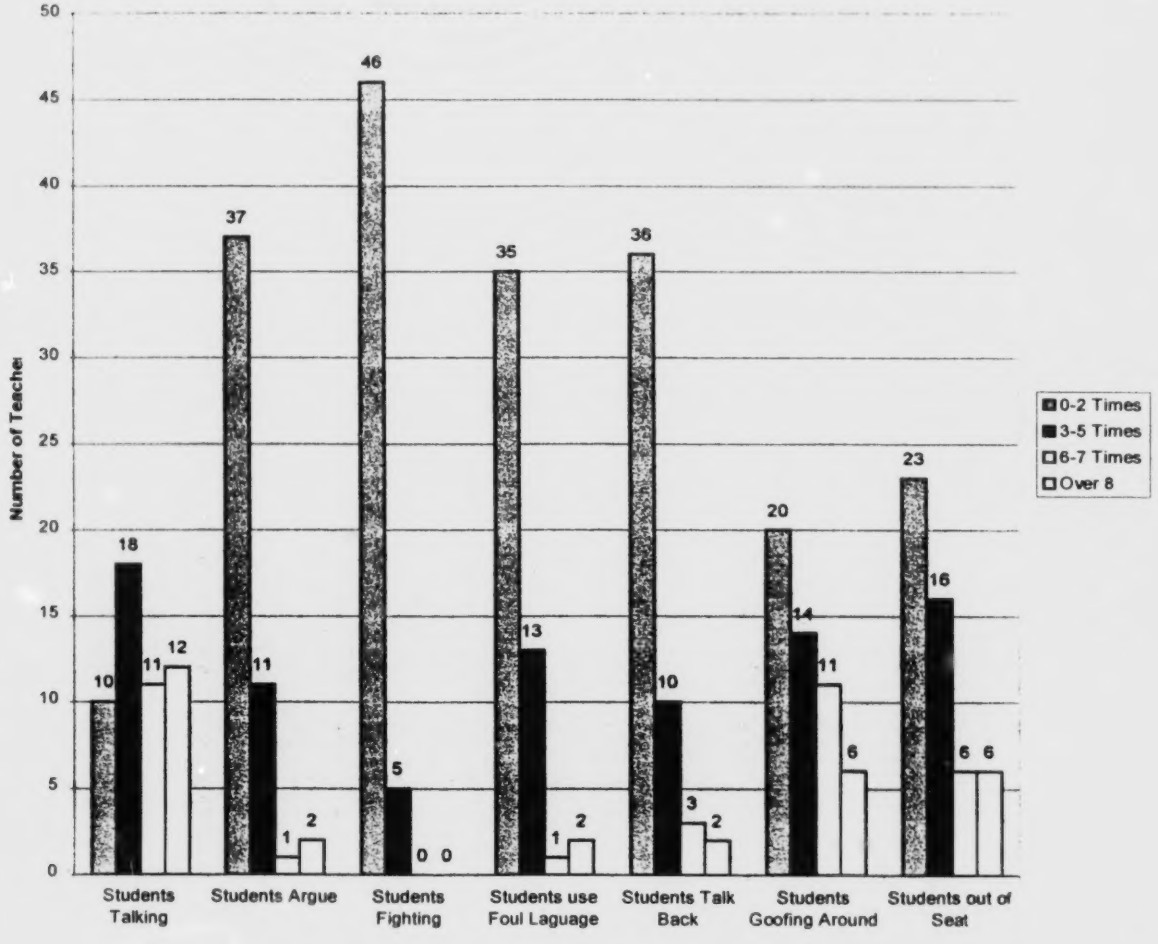

Figure 4. Teacher responses to number of times on any given day each occurrence happens Site B.

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Student talking is a major problem at Site B. Over 80% of the teachers stated student talking happens over three times a day with 30% of these teachers stated student talking happens over eight times a day. Over 55% of the teachers stated that student goofing around and students out of their seat occur over three times a day.

Site C

In order to show that negative behavior is a problem at Site C the researcher used a variety of tools to gather necessary data. In staying consistent with the physical education teacher discipline plan, issuing a parent conference when negative behavior happens, the researcher noted the number of conferences held. The conference form (Appendix D) was a district issued form and the researcher kept the teacher's copy and counted the number at the end of the intervention. A summary of the number of conferences is presented in Table 3.

Table 3

Number of Conference due to Behavior Problems Site C

Time Line	Number of Conference
Baseline Data	9
During the Intervention (12 weeks)	14
After the Intervention (3 weeks)	7
School Wide Total 1998 – 1999	128
School Wide Total 1997 – 1998	168

In the year prior to the intervention year 1998 – 1999 the number of conference held by the researcher was 24% higher then the year of the intervention. Even with the

number dropping 24%, 128 conferences are still considered a lot of time spent on negative behavior.

The researcher also had the students in the targeted class fill out a survey on behavior (Appendix C) to determine if the students felt negative behavior was a problem. Table 4 provides evidence that the students see behavior of others as a problem.

Table 4

Student Survey (in percent) Baseline Site C

Question	Yes	No
Do you feel you listen well in class	100	0
Do you feel you talk too much	0	100
Do you feel your behavior is appropriate	78	22
Do you feel your class listens well	50	50
Do you feel your class talks too much	71	29
Do you feel your class is well behaved	50	50
Do you wish you could be in a different class	21	79
Do you feel your teacher does enough	71	29
Biggest behavior problem "Talking"	58	42
Biggest behavior problem "Fighting"	21	79
Biggest behavior problem "Not listening"	21	79

In reviewing Table 4 one can see that students see their own behavior is fine. This is evident by looking at questions one and two, do you feel you listen well in class and do you feel you talk too much, where the students marked 100% yes and 100% no

respectively and in question three, do you feel your behavior is appropriate, where 78% stated their behavior was appropriate. On the other hand students see their classmates as having behavior problems. This is evident by looking at question five, do you feel your class talks too much. Seventy one percent answered yes. Questions four and six also show 50% of the students seeing their classmates demonstrate negative behavior.

A teacher survey (Appendix X) provides the best evidence that student behavior is a problem at Site C. Figures 5 and 6 present the evidence.

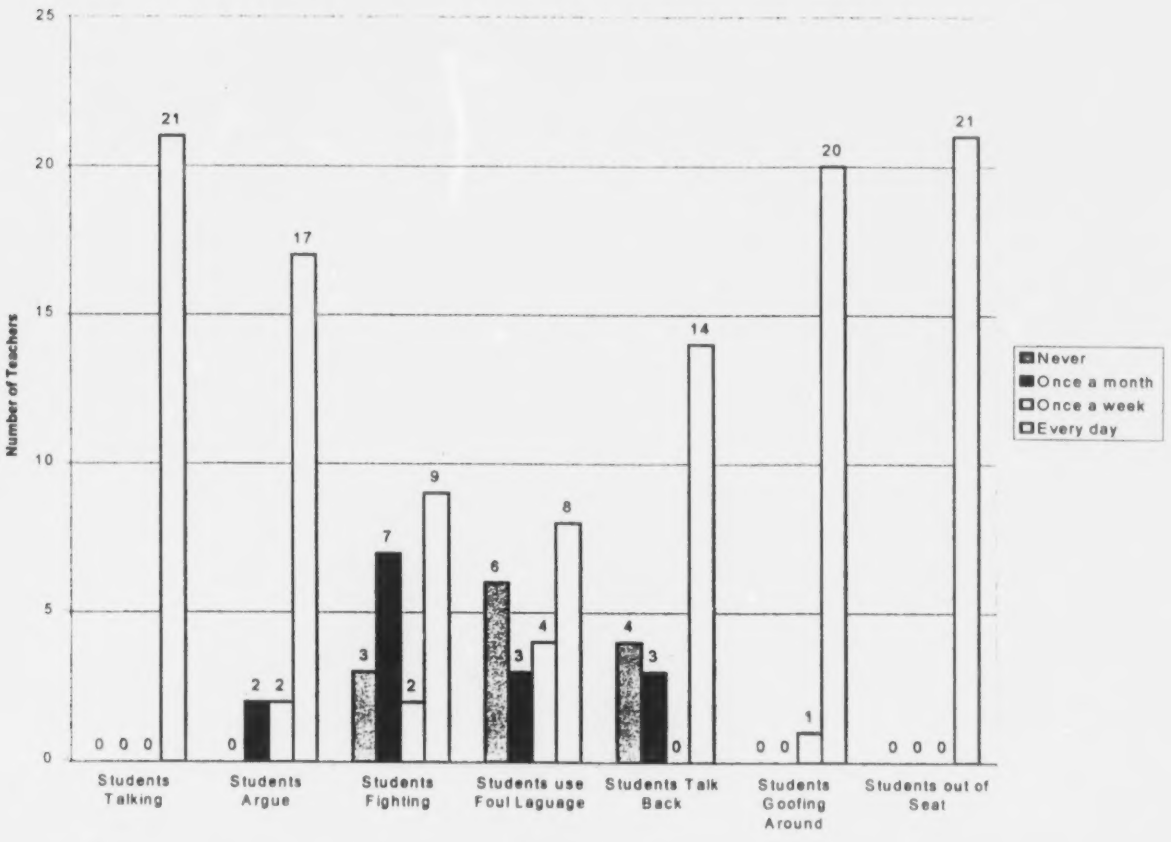

Figure 5. Number of teachers who notice students with particular behavior problems in the classroom Site C.

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Figure 5 shows that of the seven negative behaviors listed, in the graph, each one has the most number of teachers stating the behavior happens every day. Students talking and being out of their seat are negative behaviors that happen every day in each classroom at Site C. In Figure 6 the data shows the number of times each of the above negative behavior happens, on any given day.

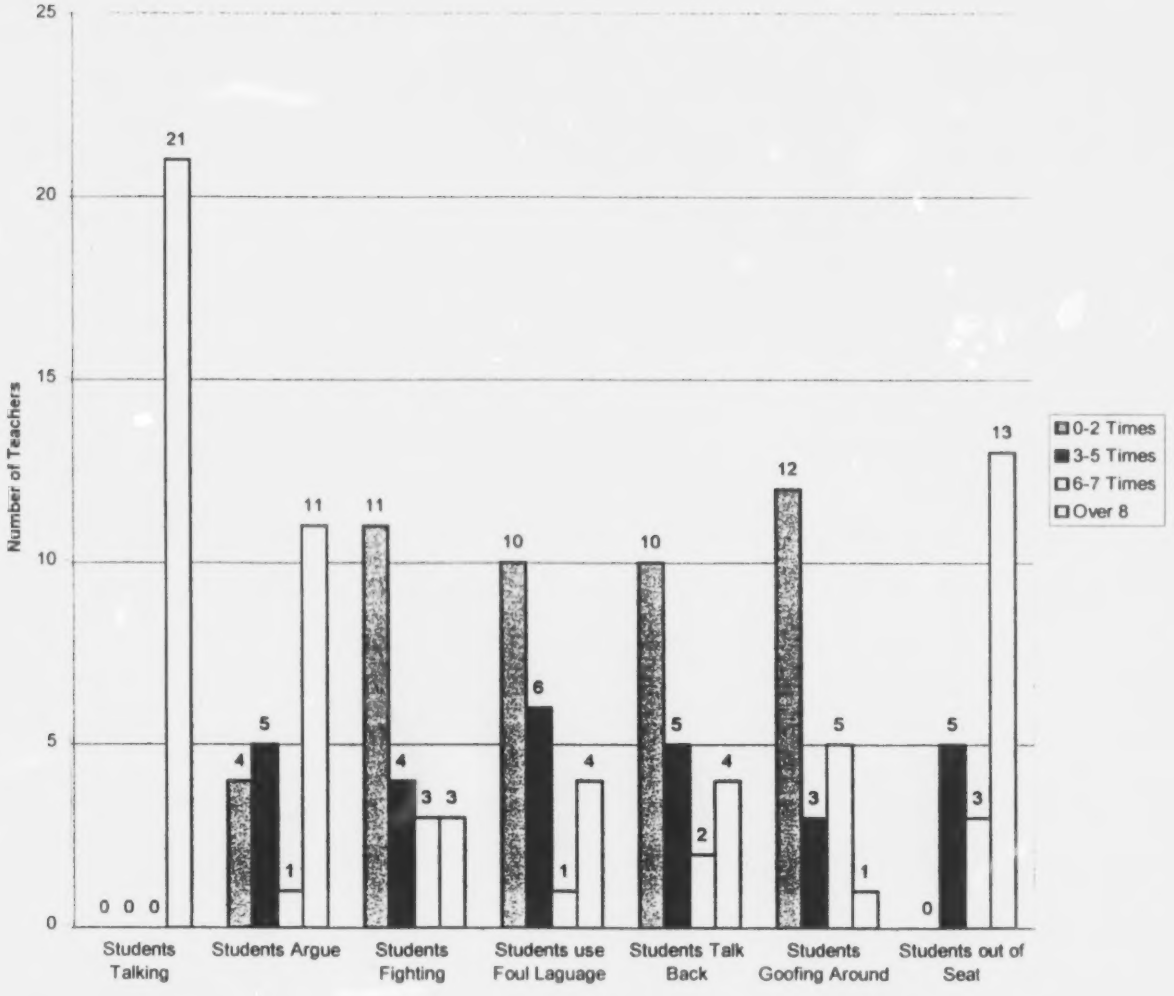

Figure 6. Teacher responses to number of times on any given day each occurrence happens Site C.

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Student talking is a major problem at Site C. The majority of the teachers, at Site C, have indicated three of the seven negative behaviors happen over eight times a day. Of the remaining four negative behaviors the majority of the teachers indicated that two of the behaviors happen over three times a day.

Probable Causes

There are various causes stated in the literature suggesting why student behavior has become such a problem in some schools. According to Johnson and Johnson (1990), children are more isolated from parents, extended family members, and other adults. Also, divorce, abuse, poverty, drugs, and other forces disrupt healthy parenting. It Seems there is no one around to teach children how to manage conflicts through good examples. Help is not widely available to parents who have some of the problems stated above. One article explained children misbehave because there are limited resources available to parents to help them with the situation. When resources are available to the parents, they usually come with a cost parents are unable to afford, as good intervention takes time (Begley & King, 1999).

Our society is producing thousands of children who come from backgrounds in which they are exposed to a number of risk factors that can contribute to a host of behavior problems over time. Key risk factors can include poverty, dysfunctional families, drug and alcohol abuse, parent or guardian abuse, neglect, physical and emotional abuse, negative attitudes towards school, sexual exploitation, modeling of physical aggression, and so on. These risk factors provide a breeding ground for anti social attitudes and behavior problems to children exposed to them (Walker, 1998).

Many teenagers say they feel overwhelmed by pressure and responsibilities. Sixty-three percent are in households where both parents work outside the home and many children baby-sit younger siblings when they get home (Weiner, 1999). Both parents working at the same time also leads to teenagers spending too much time alone. "One of the most startling findings of Mihaly Csikszentmihalyi and Reed Larson's 1984 study, Being Adolescent, was that American adolescents spend 27 percent of their waking hours alone and less than five percent exclusively with their parents" (Burke, 1992, p 2). When teens are isolated from parents and teachers, they become more vulnerable to emotional and behavioral problems.

One source revealed that when examined independently, poor social skills accounted for the negative effect of problem behaviors (Vallance, Cummings, Humphries, 1992). Social and emotional learning skills are often called emotional intelligence, which helps students and adults develop the skills, attitudes, and values to manage life's tasks successfully. It takes an entire school to promote the kinds of values and social skills children need to emulate in order to prevent behavioral problems. "We need to understand that students learn such lessons by example, and so adults must model the qualities of heart we hope to instill in the young" (Wagner 1997, p 33).

Other probable causes from the literature reiterate the fact an increase in bilingual students, changing family structures, socioeconomic issues, and mainstreaming of special education students all impact student behaviors in the classroom.

Between 1980 and 1990 the Hispanic population in the United States increased by 44%. Asian and other populations increased by 60% (Hodgkins 1991, p 2). Although there has been an increase of bilingual students, budget cuts in school systems have

forced many school districts to reduce the number of bilingual teachers and teacher assistants. Thus, classroom management problems can occur more often and severely because of communication problems between students and teachers (Burke 1992).

The changing of family structure in America has also led to the demise of excellent student behaviors found in the classroom. "Children from single-parent families are less likely to be high achievers: they are consistently more likely to be late, truant, and subject to disciplinary action; and they are more than twice as likely to drop out of school" (Eitzen 1992, p 588). The "typical" family consisting of a married couple with children has dramatically decreased in number over the past years. Families now are challenged more by divorce rate, single parents, smaller families, and different lifestyles.

America is facing another problem of profound and systematic child neglect, which in turn leads to behavioral problems in the classroom. One source revealed one of every five children under the age of eighteen could be classified as poor because the family's income is below the $9,890 official poverty line. Also, 330,000 children are homeless and twelve million children have little or no access to health care because they are uninsured (Burke, 1992). Studies have shown that if nothing is done to help them within the first five years, serious learning and behavior problems will doom these children to failure in school and possibly life (Eitzen 1992). Some families cannot cope with the tough economic conditions and the family experiences stress, divorce, depression, alcohol tendencies, and abuse. Children from these families resort to rejecting authority, running away, or experimenting with gangs, drugs, or sex to escape their situations or gain attention. At this point educators must learn how to deal with the

reduced academic abilities and erratic behavior of these students and recognize that traditional discipline programs may not be effective (Burke, 1992).

Fetal development can play a part in the way a student's behavior can be effected. Mothers who take drugs, smoke, drink alcohol, have poor nutrition, and are under stress will cause problems for the developing fetus. A troubled early relationship causes the child's brain to consume glucose in dealing with stress-glucose that instead can be used to develop early cognitive functions. According to Kotulak (1996) a child's early exposure to stress or violence causes the brain to react, increasing reactivity and blood pressure that can cause the child to be more impulsive and aggressive in school.

Sleep and school schedules also effected student's behavior. Students who do not pay attention in class because of the lack of sleep may now have legitimate excuses. Jensen (1998) says that biologists have learned that "puberty" could be the cause. Basically hormonal changes generate a child's wake-up time to be around eight o'clock in the morning. If they are awakened earlier they miss out on a critical part of sleep associated with long-term memory processing. School schedules usually have students waking up earlier than eight a.m. which interrupts the quality sleep they need to stay awake in school (Burke, 1992).

The media's role in the way children view and react to society is also significant. Educators have found that the portrayal of violence on television, movies, video games etc. has contributed to an increase in anti-social behaviors in and out of the classroom. According to Curwin and Mendler (1988) in a typical half-hour cartoon television show, researchers noted at least fifty acts of violence. The easy availability of other violent

television programming has contributed to the acceptance of the use of violence to solve problems (Kohn 1996).

According to Alfie Kohn (1995) student misbehavior is often intended to make time pass faster. Often teachers need not look for causes of misbehavior beyond their own curriculum. Are students always eager to learn everything their teacher has to say, or are asked to read in a textbook? Teachers often believe that the fault lies completely with the students. Rewards, punishment, threats, and bribes are usually looked upon as possible solution strategies, but are often major causes of misbehavior. When exploring the probable causes of problems, Alfie Kohn (1999) suggests that we prefer the simplicity and satisfaction of holding individuals responsible for any disruptive act. We concentrate on the individuals involved, their background, upbringing, values, and character rather than looking for problems within the system itself. This is not to say that people bear some responsibility for their actions, nor the fact that there could be something disturbing these individuals. Nevertheless, it is naïve to think that all responsibility resides exclusively with the individual. Even when we do try to look for causes other than the individual, we tend to focus on factors outside of our educational system (Kohn 1999)

According to Diane Chelsom Gossen, we all have basic needs for, love, power, freedom, and fun. All behavior, good or bad, has a specific purpose. Unfulfilled needs lead to self destructive or "mis" behavior (Checkley 1998).

CHAPTER 3

THE SOLUTION STRATEGY

Review of the Literature

There is an abundance of research concerning causes of behavior problems; the following are some possible solutions to these problems. The subsequent synopses of various researchers define their philosophies of behavior management and some disciplinary techniques.

Ivan Pavlov (1889), one of the first to look at behavior in animals, found that behavior can be conditioned. Pavlov's experiment, ringing a bell at feeding time for his dogs, was the basis for his theory of conditioning. A subject can be conditioned to perform a task through outside stimuli. Pavlov's ideas were accurate, but at a very simple level.

Building on Pavlov's ideas, as well as others, B.F. Skinner (1932) developed a strategy called positive reinforcement. Positive reinforcement maintains, "Our behavior is shaped in the direction of reward; that is, behavior is reinforced to the extent that its consequences are good or bad. Good consequences are positively reinforced and bad consequence are negatively or aversively reinforced" (Ozmon & Craver, 1990, p. 210). To implement the positive reinforcement theory in the classroom one would have to follow six basic steps:

1. Specify the desired outcomes.

2. Establish a favorable environment by removing unfavorable stimuli that might complicate learning.

3.Choose the proper reinforces for desired behavioral manifestations.

4. Begin shaping desired behaviors by using immediate reinforces for desired behavior.

5. Once a pattern of desired behavior has begun, slacken the number of times reinforces are given.

6. Evaluate results and reassess for the future. (Ozmon & Craver, 1990, p. 216)

Restated, the above six steps in basic terms are: a teacher sees a negative behavior, develops a reinforcement to change the behavior, the students demonstrate the new positive behavior. A good overview of Skinner's beliefs about behavior and education can by summed up by saying Skinner believes that education is not supplying information to students but, rather a force that controls them (Ozmon & Craver, 1990, p. 218). As educators, one has to keep in mind that Skinner himself never set forth a model of discipline (Charles, 1990, p.28).

In the footsteps of Skinner came a group commonly referred to as Neo-skinnerian. The Neo-skinnerians looked at Skinner's findings and developed ideas that would work in the classroom, such as verbal and non-verbal reinforcers, graphic reinforcers, activity reinforcers, and tangible reinforcers (Charles, 1990, p.33). The Neo-skinnerians also developed five different systems of behavior modification: (a) "Catch'em being good" - which has the teacher rewarding a student for good behavior, (b) "Rules-Ignore-Praise" - has the teacher along with the students develop classroom rules and post the rules. When

a student or a group of students is following these rules the teacher praises them. When a student or a group of students is not following the rules the teacher ignores them, (c) "Rules-Rewards-Punishment" - is similar to the above Rules-Ignore-Praise in that the teacher and students develop rules and post them. The teacher praises/rewards students who are following the rules but this time the teacher does not ignore students who do not follow rules, the teacher will have a consequence (already known to the students). In this system the student is making a choice, (d) "Token Economics" - uses graphic or tangible reinforcers that can add up to a larger reward, (e) "Behavior contracts" - desired behaviors and rewards are written out and the students, teacher, and, in many cases, the parents and principal sign it (Charles, 1990, p.34-36).

Jacob Kounin (cited in Charles, 1990) developed a model called, Discipline Through Classroom Management. Kounin's model has nine concepts for a teacher to follow to control discipline. Kounin's first concept, "the ripple effect," did not control behavior at all. His second concept was "withitness," which has the teacher seeing and knowing all that is happing in the classroom. He found this to be successful. "Momentum" and "smoothness," were Kounin's third and forth concepts that have the teacher starting class on time and proceeding through the class without any sudden changes. "Group alerting" and "accountability," requires the teacher to get the attention of the students and quickly let them know what is expected of them. For "accountability," simply have each member of the class be accountable for what is taught. "Overlapping" is the seventh skill which teachers need to possess to manage a well-disciplined classroom. "Overlapping" is the ability for the classroom teacher to do two or more things at the same time, an example would be working with a small group of students and

seeing a different group off task. A skilled teacher in Kounin's "overlapping concept" will be able to keep the small group he/she is working with on task and address the group that is off task at the same time. "Valence and challenge arousal," is the next concept of Kounin's. The idea behind this concept is when students become bored or feel they know all they need to learn they become restless and misbehave. To help teachers overcome student boredom. Kounin suggests that the teacher use a variety of teaching strategies and ask questions which lead to discussion. The final concept in Kounin's model is "seatwork, variety and challenge." Kounin recognizes the need for a variety of seat work that is challenging for students in order to overcome boredom, which will lead to less disruptive behavior. Kounin does not offer any ideas for this (cited in Charles, 1990, p. 52-54) The above nine concepts do limit classroom problems but Kounin offers no suggestions on how to deal with negative behavior once it has occurred.

Rudolph Dreikurs was one of the firsts to look into what causes misbehavior in the classroom. He found that almost all students/humans want to belong. Dreikurs attributes student misbehavior to four mistaken goals: The feeling of inadequacy, seeking attention, revenge, and power (cited in Ellis, Finnegan, Hastings, Onsrud, Rohrer, 1996). The key concept of Dreikurs is that self-discipline needs to be taught. One way self-discipline is taught is through no use of punishment. Everything is a choice. When making a choice the student understands the consequences, which are fair and relate to the choice. For example, if a student decides to write on a desk, the student chooses to clean that desk. Dreikurs has classified three different teaching styles. Autocratic teachers lead a class by telling the students what to do. Permissive teachers lead a class with few limitations. Often this teacher has very little control. Democratic teachers lead their class

by setting rules with their students, which have consequences if broken. Dreikurs believes that the democratic teachers will be the most successful in dealing with student misbehavior (cited in Ellid, Finnegan, Hastings, Onsrud & Rohrer 1996).

During the 1970s a behavior management plan was developed by Lee and Marlene Canter. Their plan, Assertive Discipline, originated through Lee's work in the public sector, as well as in schools (Canter and Canter, 1993). The Canters believe that the teacher is in control of the classroom at all times. The classroom teacher sets and enforces the rules by maintaining eye contact, using a firm tone of voice, and the use of nonverbal gestures. Canters behavior management plan is based on five basic principals:

1. Being a proactive teacher.
2. Redirecting nondisruptive off task behavior.
3. The use of the "broken record."
4. Parent contact.
5. Building a trusting, caring environment.

A proactive teacher is one who plans on how to handle disruptive students, where as a reactive teacher is one who waits until a disruption occurs and then reacts to it in a negative or harmful manner. Redirecting nondisruptive off task behavior is crucial in controlling the classroom. By redirecting this behavior the teacher is setting the tone for the entire class. Canter offers five techniques to control student behavior; the first three are for students who require constant attention. These are, "the look," "physical proximity," and "mentioning the students' name." For students who need limits, they can be seated near the teacher, and may be reminded of classroom rules (Canter and Canter, 1993). The "broken record" is a term the Canters use to identify a teacher who constantly

repeats himself. Students will not divert the classroom teacher from his plan of intervention regardless of interruptions. Canter suggests that parental contact involves the parent in attending classes with his or her child. Building trust and showing that you care is one of the most important aspects of behavior management (Canter & Canter, 1993).

Frederic H. Jones (1979) was the first to place major emphasis on the importance of nonverbal communication such as, teachers' body language, facial expressions, gesture, eye contact, and physical proximity. He was also the first to emphasize the importance of providing help when students stopped working because they encountered problems that required teacher attention. The main focus of Jones's efforts is on helping students maintain self-control (Jones, 1979). In the 1970s Jones's interest was identifying effective methods of classroom management, especially how teachers kept students on task, how teachers provided help to individual students, and how teachers handled misbehavior.

The largest problem that was evident due to misbehavior was massive time wasting, in which students talked out of turn, goofed off, and were out of their seats without permission. Jones also discovered a critical time during lessons in which misbehavior was most likely to occur. He found that most lessons go fairly well until students are asked to work independently (Jones, 1987). At this point, teachers need to be able to deal effectively with students who start talking, roaming, staring out the window, or whose hands start raising. There are three methodologies to plan in advance and introduce simultaneously in order to combat the misbehavior when students work independently. They are, "limit setting," "incentive," and "backup systems." "Limit settings" are an agreement of rules that when broken will be corrected with mild social

punishment that does nothing more than make the students feel uncomfortable. For limit setting to work, desirable incentives are discussed, and procedures for managing incentives are described. Backup systems are designed to stop serious misbehavior, and refusal to comply with positive teacher requests, by isolating the student (Charles, 1996, p. 140).

The main focus of the Curwin and Mendler (1992) model is on improving student's misbehavior while preserving their dignity and providing them with a sense of hope. To accomplish this task they have developed an outline for a general discipline plan. In order to be effective a good plan should address three dimensions of discipline a) a prevention dimension, b) an action dimension, c) a resolution dimension.

The "prevention dimension" requires the teacher to help establish a social contract or formulating rules, similar to Jonses's limit settings. Curwin and Mendler (1992) say that a good rule should state in behavioral terms what is required and make sense to everyone.

The "action dimension" refers to what teachers do when rules are broken. Curwin and Mendler (1988) advise teachers to select and apply the consequence that best fit the situation.

The "resolution dimension" is used to formulate plans of positive action for students who misbehave chronically. Teachers should attempt to find out what is needed to prevent the reoccurrence of problems and work out a mutually agreeable plan with the student (Curwin and Mendler, 1992).

Teachers must attempt to create classrooms that are respectful. Alfie Kohn (1996) suggests that for our children to succeed we must focus our attention on their specific

needs, and not to question how we can make them do what we want (Kohn, 1996). Instead of trying to control student behavior, the teacher must focus on assisting student curiosity, helping them develop their problem solving skills, and develop a sense of community (Kohn, 1996). Kohn's idea is to make the classroom a community in which students feel respect and a sense of belonging, where a caring, nurturing environment takes the place of strict rules and consequences. In this environment the students are allowed to make decisions about their education and the learning process (Costa, Bellanca, Fogarty, 1992). Kohn suggests the dissolution of rewards and punishment. Rewards and privileges do not aid students in the development of responsibility, but will attribute their behavior to the reward. When punishment is used the teacher becomes an enforcer and not a pillar of caring and nurturing (Kohn, 1996).

Cooperative learning is not a new teaching strategy that suddenly arrived and everyone started using. Cooperative learning has been around as early as Quintilian in the first century. Johann Amos Comenius (1592-1679) believed that students would benefit both by teaching and being taught by other students. In the late 1700s Joseph Lancaster and Andrew Bell made extensive use of cooperative learning groups in England, and the idea was brought to America in 1806. Cooperative learning had strong advocates and was used to promote educational goals of that time (Johnson, Johnson, & Halubec, 1990).

One of the most successful advocates of cooperative learning was Colonel Francis Parker. His success came from the power to create a classroom atmosphere that was truly cooperative and enthusiastic. When he was superintendent of the public schools in Quincy, Massachusetts (1875-1880), he averaged more than 30,000 visitors a year to examine his use of cooperative learning procedures. John Dewey followed Parker to

promote the use of cooperative learning as part of his famous project method of instruction. Morton Deutsch soon came after and proposed a theory of cooperative and competitive situations that served as the foundation of research on cooperative learning. (Johnson, Johnson & Halubec, 1990).

Many studies have shown that working together to get a job done can have profound effects on students and staff members. According to (Johnson, Johnson & Halubec 1990) Triplett (1897) in the United States, Turner (1889) in England, and Mayer (1903) in Germany, they were the first to conduct a series of studies relating to cooperative learning and issues involved with competitive performance. Some people in society believe the development of a child's social skills is based on the interaction between adults and children, primarily. The adult-child view of teaching and learning has deteriorated student-student relationships in the classroom (Johnson, Johnson, Halubec 1990). It seems, lately, there are more conferences and workshops on cooperative learning and peer relationships, such as buddy concepts, student mentor, and peer tutoring. Hartup and Johnson (Hartup, 1976; Johnson 1980) believe peer relationships are a cultural element in the development and socialization of children and adolescents.

David and Roger Johnson suggest the implementation of alternative strategies to "the win-lose approach." Training students in conflict resolution allows students and educators to develop an improved, caring, school environment (Johnson, Johnson, 1995). Conflict resolution is a small piece of the larger more comprehensive teaching approach known as cooperative learning. Johnson and Johnson (1995) believe that teachers must structure their lessons so that students can work collaboratively in small groups, so that together they can maximize their own and each other's learning. In cooperative learning

situations there is a positive interdependence among students as they strive for goal attainments. Students will reach their goals only if they do so as a group (Johnson, Johnson, 1990).

Thomas Gordon (1989) is one of many who agree that student responsibility and self-control will aid in the reduction of discipline problems in the classroom. According to Gordon, teachers will experience more influence with students when teachers forget about using power to control student behavior. The more a teacher uses power the more ineffective he or she will become. Gordon has developed many concepts that describe his ideas, such as, the behavior window. The behavior window is a graphic organizer used to determine if a problem exists and whose problem it may be (cited in Charles 1996 p. 169).

According to Slavin as well as others namely Johnson and Johnson, Newmann & Thompson, and Davidson, for cooperative learning to be effective two aspects need to be present, group goals and individual accountability (cited in Slavin Dec. 1989/Jan 1990). Kagan feels the structural approach is key in cooperative learning. The way a teacher runs the classroom can make a difference. Kagan is an advocate of placing children in groups with each student having a number and a corresponding job. (Brant) This belief is in keeping with Slavin in terms of having a group goal and individual accountability. Slavin also states that students who work together toward a common goal develop a liking and respect for each other.

In terms of cooperative learning, most agree that the following 14 aspects, (Stahl 1994) must be present:

1. A clear set of specific student learning outcome objectives

2. All students in the group "buy into" the targeted outcomes

3. Clear and complete set of task-completion direction or instructions

4. Heterogeneous group

5. Equal opportunity for success

6. Positive interdependence

7.Face-to-face interaction

8. Positive social interaction behaviors and attitudes

9. Access to must-learn information

10.Opportunities to complete required information-processing tasks

11. Sufficient time is spent learning

12. Individual accountability

13. Public recognition and Rewards for group academic success

14. Post-group reflection (or debriefing) on within-group behaviors

Action Plan

Site A / Fourth Grade Physical Education

A. Teacher will gather data utilizing one observation checklist and two questionnaires.
   1. Timeline: January to February, 1999
   2. Observation checklist will: identify rules created by the students. It will show when rules are broken, which rule was broken and how often. It allows comments to be made by teacher.
   3. Student questionnaire will: be completed by the student before and after the intervention; determine the student's attitudes towards other students and teacher; allow each student the opportunity to express his/her true feelings as related to behavior.
   4. Classroom teacher questionnaire will: provide the Physical Education teacher information regarding student behavior and after Physical Education class.

B. Intervention
   1. February to May, 1999

2. Physical Education teacher will downplay competition by: eliminating score keeping, incorporating cooperative/team-building lessons.
3. Physical Education teacher will increase the number of parental contacts.
4. Incorporate five "Steps for Success" Behavior management strategy.

    a. Teacher proximity
    b. Student refocus
    c. Time out and time out worksheet
    d. Parent contact
    e. Parent, teacher and administrator conference

II. Unit Plan (16 week intervention)

A. Juggling (Feb 1-5)

1. Individual juggling
2. Partner juggling
3. Group/team juggling

B. Volleyball (Feb 8-26)

1. Partner skills
2. Keep it up
3. Garbage
4. Blind fury
5. Sheet volleyball
6. Games/Tournaments
7. Three team volleyball

C. Challenge Ed. Phase 1 (March 2-12)/Phase 2 (March 22-26)

1. Icebreakers/Energizers
    a. People to People
    b. Speed rabbit
    c. Zoom
    d. Bean bag tag
    e. Clothes pin tag

2. Communication
    a. Hoop to hoop
    b. This is a what?
    c. Birthday line up
    d. Gym shoe pick up
    e. Hog call

3. Trust development

a. Rope sit
b. Human camera
c. Group sit
d. Grand prix

4. Problem solving
   a. Warp speed
   b. Mine field
   c. Key punch
   d. Volcano
   e. Nuclear waste transfer
   f. Pharaohs stone

5. Processing formats
   a. Back to back sit
   b. Whip
   c. Key words

6. Closing
   a. Group sit
   b. Zoom

D. Games (March 15-19)

1. Scooter polo
2. Knockout
3. Capture the football
4. Blob tag

E. Jump rope (April 5-16)

1. Individual jumping
2. Partner jumping
3. Long rope/partners
4. Tricks

F. Fitness Testing (April 19-30)
   1. Presidents council fitness challenge

G. Track and field (May 3-14)

1. High jump
2. Long jump
3. 50 yd dash
4. 100 yd dash
5. ½ mile

6. Relay races
7. Hurdles

H. Softball (May 17-28)

1. Base running
2. Throwing/catching
3. Hitting/fielding
4. rules

Action Plan

Site B / Eighth Grade Industrial Technology-Plastics

A. Teacher will gather data utilizing two observation checklists, a questionnaire, and test scores.

1. Time line: March to April, 1999
2. The first observation checklist will keep track of the number of detentions given to students in the first two weeks and last two weeks of the third trimester. The detentions counted will be those given because of breaking the rules for inappropriate behavior. Detentions will be signed by a parent and be half an hour in length. The second checklist will be used to record off task behavior by students before the intervention then after.
3. The student before and after the intervention will complete student questionnaire. The questionnaire will determine the students' attitudes towards other students and teachers. It also will allow the students to express his/her true feelings as related to behavior.
4. Two tests on the cost of plastics will be given in the first two weeks of the trimester and then two more cost tests after the intervention. The two last tests will be more difficult, but based on the same principles. Hopefully, improved behavior will improve test scores.

B. Intervention

1. Time line: April to May 1999
2. The use of time-outs and time-outs worksheets will probably reduce the number of detentions and misbehavior in the classroom. Time-outs will give the students a chance to cool off and think about better choices that could have been made. Worksheets will provide documentation on the students' behavior progress.
3. Cooperative learning lessons will be incorporated into existing plastic lessons to help student learn social skills that in turn will hopefully improve their behavior. Cooperative groups will be formed and students

will play certain roles that are given to them such as encourage, recorder, materials person, etc.

4. The students in the classroom will establish a code of classroom civility as an intervention. They will brainstorm ideas for the type of conduct they would like to see in the classroom and also how they would like to be treated. The students will take and combine any that overlap, then vote on the top five they like to have in the classroom. Students will also decide on consequences if the rules are broken.

C. Course Outline

1. Week 1
   a. Intro to course
   b. Project explanations
   c. Review of codes of conduct
   d. Project planning sheet-explain cost of plastic
   e. Cost quizzes

2. Week 2
   a. Review use of hand tools and safety
   b. Demonstrate function of tools for first project
   c. Students work with teacher guided practice
   d. Cost quiz and survey

3. Week 3
   a. Intro to power tools-drill press and buffer-second project
   b. Students work with teacher guided practice
   c. Cost quiz

4. Week 4
   a. Intro to cut-off saw and jigsaw
   b. Explain and show examples of third project
   c. Students work with teacher guided practice

5. Week 5
   a. Intro to laminating process
   b. Explain and show examples of fourth project
   c. Students work with teacher guided practice
   d. Tool test

6. Week 6
   a. Intro to use of hydraulic compression
   b. Explain and show examples of fifth project
   c. Intro to etching project and examples
   d. Students work with teacher guided practice

7. Week 7
   a. Intro to oven forming and projects
   b. Students work with teacher guided practice
   c. Matching quiz
   d. Intro to stripheater and projects

8. Week 8
   a. Intro to box project
   b. Students work with teacher guided practice

9. Week 9
   a. Intro to six of more piece laminate and projects
   b. Students work with teacher guided practice

10. Week 10
    a. Intro to three phase of amp project
    b. Show examples and wiring demonstration
    c. Students work with teacher guided practice

11. Week 11
    a. Students work on extra credit projects
    b. Cost quizzes

12. Week 12
    a. Students work on finishing projects
    b. Cost quiz and survey

Action Plan

Site C / Fifth Grade Physical Education

A) The Physical Education teacher will gather data utilizing two checklists, test scores, student survey, teacher survey and the amount of parent teacher conference.

1) Test scores: Three teacher made tests will be administered. One during base line data collection, one half way through the intervention and one at the end of the intervention. The teacher will not be looking at individual scores rather average scores of the class.

2) Checklist, time off task: The teacher will have a checklist to measure time off task during each class.

3) Check list, time-out: This checklist will keep track of how many times students are sent to time-out

4) Teacher Parent conference: The teacher will keep track of the number of parent teacher conference. The number hopefully will go down.

5) Survey: The teacher will administer two surveys to the students. The surveys will have the students rate the behavior. The first survey will be before the intervention and the second will be at the end of the intervention.

6) Survey: The physical education teacher will ask the classroom teacher to fill out a survey based on the classes behavior after physical education class.

B. Intervention

1) February to May 1999

2) Physical Education teacher will use positive discipline throughout the three-month intervention.

2) Physical Education teacher will downplay competition by eliminating score keeping and by incorporating cooperative/team-building lessons.

A. Week 1 Teach volleyball via cooperative learning
B. Week 2 Game play will be 4-way volleyball stressing teams working together and not against each other instead of the standard 2 teams playing against each other.
C. Week 3 Skill testing week done as cooperative learning where the students test each other.
D. Week 4 Introduction to team building using basic non-threatening actives.
E. Week 5 Student will start to understand the idea of working together and non-competitive games.
F. Week 6 Students will start to learn listing skill and leadership skills.
G. Week 7 Students will learn the basics of trust.
H. Week 8 Students will continue to work on trust.
I. Week 9 Teach badminton via cooperative learning.
J. Week 10 Game play will focus on the number of times 2 players can keep the birdie in the air verse trying to gain a point from the person across the net.
K. Week 11 Skill testing week done as cooperative learning where the students test each other.
L. Week 12 will be there to finish any lesson that went long.

Methods of Assessment

In order to assess the results of the intervention measuring time off task and the number of time-outs via a checklist, the improvement on tests, the number of teacher parent conference, a student survey and a survey by the classroom teacher. In comparing the baseline data to the post intervention data the researcher will be able to see the effects of the intervention.

CHAPTER 4

PROJECT RESULTS

Historical Description of the Intervention

The objective of the interventions was to reduce the incidence of disruptive behavior that interferes with academic achievement. Teacher interviews, teacher observations, and student and teacher surveys indicated a need for interventions in this area at all three school sites.

In order to accomplish the objective, the following strategic procedures were proposed:

1. Implement a proactive classroom discipline program
2. Select and teach age appropriate social skills
3. Incorporate cooperative learning and team building lessons

This project was designed and carried out in the targeted fourth grade physical Education class, the targeted fifth grade physical education class, and the targeted eighth grade industrial technology class.

At Site A the researcher began the intervention by establishing a proactive discipline program. The classroom rules were developed collaboratively by the students and teacher. (Until this intervention the classroom rules, procedures, and climate were all under teacher control. Students were allowed only a small voice in the decision making process.) Consequences were developed collaboratively in conjunction with the

classroom rules as well. The students and teacher developed the daily routines and procedures that would enable their classroom to run efficiently, minimizing disruption and confusion. The students chose a new circular formation seating arrangement; squads had been utilized in the past. To avoid arguments and incidences of embarrassment, the teacher utilized various methods to chose teams, other than using captains. The teacher attempted to develop a student controlled, teacher facilitated classroom environment. It was the teachers plan to create an environment in which the students took pride in their class, to create a feeling of ownership and responsibility. This was a major change for both the students and the teacher.

Another of the core components of the intervention was the development of social skills through cooperative groups and team building activities. Basic interaction skills were reinforced such as, making eye contact, making good choices, sharing, and forming teams quietly. Communication skills such as, using six-inch voices, and using good listening skills were also addressed during the intervention. The teacher attempted to work with the targeted class's other teacher to aid in the development of social skills as well.

Presentation and Analysis of Results

At Site A, a behavioral checklist (Appendix A) was used to document student misbehavior. The checklist was utilized as a pre test for a three week period prior to the intervention, and as a post test for three weeks following the intervention. Two teacher surveys were used to determine the frequency of behavior problems in other classrooms, and the specific types of misbehaviors that were displayed.

Information gathered on the checklists and surveys revealed that the majority of the misbehavior observed would fall into the "minor" behavioral problem category. Talking out of turn and arguing were the most common student misbehaviors. The more "serious" types of misbehavior such as, fighting, and using inappropriate language rarely occurred. Nevertheless, the occurrences of these serious misbehaviors were frequent enough to cause the teacher to be concerned.

Throughout the intervention the teacher had experienced fewer behavior problems during the actual class activity. It appeared as if the majority of the misbehaviors occurred just prior to an activity beginning, or just after an activity was completed. Getting the lesson started and conversely, cooling the students down after the lesson, proved to be a major challenge. Steps were taken to avoid this problem: as students entered the gym their instructions were written on a white board, eliminating the need for formal verbal instruction time. The teacher ended the day's activity with a three-minute class reflection period. Students could voice opinions and bring closure to the days activities fairly quickly and calmly.

The implementation of cooperative groups and team building activities were put into place as part of the intervention. Following the first couple of team building activities the teacher noticed an extreme lack of appropriate social skills. The students were putting down ideas, yelling at each other, laughing at mistakes rather than learning from them, and really struggling to solve problems as a team. It was at this stage of the intervention that the teacher realized that the lack of social skills, or the lack of the ability to use social skills, contributed to the majority of the behavior problems. Throughout the team building unit, social skills were taught, examples of these skills, and when they

must be used, were taught by the teacher. Role-playing proved to be the simplest most effective method to teach these skills.

In order to asses the effects of the team building, cooperative lessons, and the development of social skills on student behavior, an observation checklist was tallied for three weeks prior to the intervention and for three weeks following through intervention. These data were tallied daily and are presented in Tables 5 and 6.

Table 5

Rules Broken Baseline Site A

Rule	Week 1	Week 2	Week 3
Rule 1	11	7	8
Rule 2	24	25	18
Rule 3	13	15	12
Rule 4	1	4	2
Rule 5	2	2	0

Table 6

Rules Broken Post Intervention Site A

Rule	Week 14	Week 15	Week 16
Rule 1	7	4	5
Rule 2	20	18	17
Rule 3	10	12	11
Rule 4	1	2	0
Rule 5	1	1	0

The intervention appears to have had a positive effect on most of the targeted behaviors. The number of incidences of talking out of turn decreased by 16%. Those behaviors associated with arguing also showed a decline by 12%. Those behaviors associated with using poor sportsmanship, using inappropriate language, and fighting, also showed a decrease, although not dramatically.

Historical Description of the Intervention

At Site B the researcher began by establishing a classroom community where students were able to experience a positive learning atmosphere, void of disruptive behaviors. Classroom behaviors were brain stormed, the first week of class, by the students and then voted on to form classroom rules. These were displayed in the classroom for students to view. The rules also reminded students how to handle themselves while in class. Students agreed on consequences, ranging from detentions to time-outs, that were provided and explained by the teacher.

Early in the school year a time-out room was started by the faculty and staffed by volunteer teachers to help facilitate students who needed a chance to settle down. Time-outs were used in cases where students needed a place to regain their composure. A worksheet (Appendix E), generated by input of the entire staff, was to be filled out by the offending student.

Originally two-observation checklists kept track of the number of detentions and off task behaviors in the first and last two weeks of the trimester. An off task behavior checklist (Appendix F) was used to assess the number of times in a two week period students were not on task and for what reason. Detention checklists (Appendix G) counted detentions given because students broke rules they created. First detentions were 15 minutes, while second detentions were 30 minutes and parents had to sign detention slips (Appendix H). The off task behavior checklist became very laborious in the first week and took away teacher student contact time. Also the researcher moved throughout the classroom continuously, which made recording the information accurately very difficult. Therefore it was discontinued after first week.

The detention checklist was used for the two weeks even though only two detentions were given, for throwing an object and improper use of tools. Most poor behaviors were eliminated with proximity, looks, changing tone of voice, being well organized, interesting lesson plans, and being aware of what students were doing in the classroom at all times.

A questionnaire was also developed (Appendix I) to help determine the students' attitudes toward the class and teacher. It was given the second week of class after students had completed their quiz. Students did not enjoy taking the survey as it was

taking away from some of their work time. It is hard to tell the validity of such a survey because students might not fill it out honestly. After the intervention students took the same survey to see if their feelings had changed about behavior in the classroom.

Cooperative learning was used, along with the above strategies, to help students learn social skills that in turn improved any poor behaviors. Social skills were taught through modified lesson plans which included components of cooperative learning. For the three cooperative lesson plans used, students were put into groups of three and assigned roles to play. Each time there was a new lesson taught there were new groups and roles assigned. The researcher planned to document roles in the grade book so students did not get the same role or group every time, but the process was very time consuming. Instead, the research relied on the verbal input of students as to what roles of groups they have been part. The students were very receptive to working different roles of in different groups. Social skills were continually addressed throughout the lessons, especially in the area of sharing tools, accepting other ideas, no put downs, coming to consensus, completing assigned role, and listening while other people were talking. The idea was to create an environment where students took pride, ownership, and responsibility for their work in class.

In the first two weeks, two quizzes (Appendices J & K) were given on finding the cost of student projects. Most students, but not all, whom performed poorly on quizzes also exhibited behavior problems. So the quizzes were intended to monitor students having problems with poor scores and keeping the researcher's focus more on those student and their behaviors. The idea was that improving their behavior, through the intervention, would improve their quiz scores.

Presentation and Analysis

Looking at the student surveys taken before and after the intervention, it is clear there are some changes that need to be noted. The two tables show student listening improved after the intervention by a mere 6%, but students who felt they talked too much actually increased by two percent. Interestingly enough, 7% more of the students felt the class talked too much after the intervention. Eight percent of the class felt their behaviors were more appropriate after the intervention and 15% more of the students felt the class listened better then previously. Twenty-three percent more of the students also felt the class was better behaved then before. On the second survey students must have been effected positively because 0% wished they could be in another class compared to 7% on the first survey. The researcher must have done something correct because forty percent more of the students felt the teacher did enough to stop poor behavior. The biggest problems in class still remained talking, while zero students thought working unsafely was not a problem at all.

Table 7

Student Survey (in percent) Baseline Site B

Question	Yes	No
Do you feel you listen well in class	60	40
Do you feel you talk too much	32	68
Do you feel your behavior is appropriate	73	27
Do you feel your class listens well	56	44
Do you feel your class talks too much	43	57
Do you feel your class is well behaved	56	44
Do you wish you could be in a different class	7	93
Do you feel your teacher does enough	53	47
Biggest behavior problem "Talking"	50	50
Biggest behavior problem "Not listening"	50	50
Biggest behavior problem "working safely"	0	100

Table 8

Student Survey (in percent) Post Intervention Site B

Question	Yes	No
Do you feel you listen well in class	66	44
Do you feel you talk too much	44	66
Do you feel your behavior is appropriate	81	19
Do you feel your class listens well	73	27
Do you feel your talks too much	50	50
Do you feel your class is well behaved	81	19
Do you wish you could be in a different class	0	100
Do you feel your teacher does enough	93	7
Biggest behavior problem "Talking"	60	40
Biggest behavior problem "Not listening"	40	60
Biggest behavior problem "working safely"	0	100

Analyzing Tables 9 and 10 will show students improved their scores after the intervention. Four quizzes were given during the trimester; two before and two after (Appendix C & M). All four quizzes were figuring out the cost of plastic for certain projects. The basic content of the quizzes was the same, but the difficulty increased throughout the intervention. There were a total of three filing grades before the intervention and only one after the intervention. On the second quiz there were ten perfect scores, while on the fourth quiz there were thirteen. The first quiz had thirteen

"A" grades but dropped to twelve on the third test, though not a single student failed on the third test.

Table 9

Results of Plastics Test Baseline Site B

Grade	Test 1	Test 2
Grade A	13	10
Grade B	0	0
Grade C	0	4
Grade D	0	0
Grade F	2	1

Table 10

Results of Plastics Test Post Intervention Site B

Grade	Test 3	Test 4
Grade A	12	13
Grade B	2	0
Grade C	1	1
Grade D	0	0
Grade F	0	1

Historical Description of the Intervention

At Site C the physical education teacher began the intervention by establishing a positive discipline program. The classroom teacher and the students established a new

set of classroom rules (Appendix Q). These were needed due to a mid-year intervention. For each new rule a consequence was developed in case the rule was broken. The physical education teacher also took a proactive approach to teaching, by having a plan for those students who constantly caused discipline problems in the classroom. The final parts of the intervention were cooperative learning and team-building activities to enhance the development of social skills.

In order to stay within the curriculum already set at the school, the physical education teacher had to make small adjustments to incorporate the intervention. One such adjustment was to start each class with a small, non-threatening team-building/ice breaker activity such as alphabet line-up (Appendix R).

In teaching the sport skills, the teacher used the cooperative learning method, which has students working in collaborative groups. While in the collaborative groups, the teacher followed Kagen's ideas by giving each child a number and a corresponding job. The teacher also implemented Slavin's, idea of presenting group goals and individual accountability. After skills in volleyball were taught in the above method, game play was needed. The physical education teacher had the opposing teams working together, rather than against each other. An example would be four-way volleyball (Appendix X). When skill testing was done the physical education teacher placed the students into groups, assigned numbers and corresponding roles/jobs, passed out a rubric (Appendix T), taught the students how to use the rubric, and had the students test each other.

The (teacher researcher) also had the class partake in basic teambuilding activities. This was done for five weeks/ eight-class meetings. Class meets twice a week.

A teacher institute day and a school-wide program account for the missing two meetings. The intervention finished with a unit in badminton. The teacher taught this in the same manner as was done in volleyball.

At Site C the researcher originally had seven tools in place to gather data. Two checklists (one for time off task, Appendix N, and one for time-outs, Appendix O), test scores, the number of teacher parent conferences, a student survey (Appendix C), homeroom teacher survey (Appendix P) and notes/records kept by the researcher. Of the seven, the researcher used only five. The five were: test scores, number of teacher parent conferences, the two surveys and the researcher notes. The researcher stopped using the checklists due to the inability to keep them accurately. The researcher in this case was also the physical education teacher, who was teaching the class. In having two roles the researcher found it very difficult to keep the checklist and also teach the class.

Presentation and Analysis of Results

Of the five tools used in data collections, the teacher researcher found test scores (one during baseline data and one after the intervention), were the least helpful in determining if the intervention was successful. Table 11 has a summary of the test scores.

Table 11

Test Scores at Site C

Grade	Number of students baseline	Number of students after intervention
Grade A	8	7
Grade B	5	7
Grade C	8	7
Grade D	2	3
Grade F	4	4

As shown in Table 11 the baseline test and the test after the intervention basically had the same number of students receiving a particular grade. From this data, the intervention appeared to have no effect on the students.

The homeroom teacher survey (Appendix P), which was given to the homeroom teacher after each physical education class, did not provide the researcher any information as to whether the intervention had a positive effect. When reviewing the survey the researcher found no trends in the answers. On any given day the survey could have all positive marks, or all negative marks, or both positive and negative marks.

The number of parent teacher conferences also provides the researcher very little information as to the success of the intervention. Table 12 provides a breakdown of the number of conferences.

Table 12

Number of Conference due to Behavior Problems at Site C

Time Line	Number of Conference
Baseline Total One Class	9
During the Intervention (12 weeks)	14
After the Intervention (3 weeks)	7

In reviewing Table 12 the researcher concluded the difference in the number of conferences, baseline to after the intervention, was not enough to make any statement of success of the intervention. What the researcher did find interesting was the conferences that were given during the intervention were given for actions that happened before or after the activity that contained the intervention.

The student survey provided interesting information about how the students see themselves. Table 13 will provide baseline data and Table 14 will provide after the intervention data.

Table 13

Student Survey (in percent) Baseline Site C

Question	Yes	No
Do you feel you listen well in class	100	0
Do you feel you talk too much	0	100
Do you feel your behavior is appropriate	78	22
Do you feel your class listens well	50	50
Do you feel your class talks too much	71	29
Do you feel your class is well behaved	50	50
Do you wish you could be in a different class	21	79
Do you feel your teacher does enough	71	29
Biggest behavior problem "Talking"	58	42
Biggest behavior problem "Fighting"	21	79
Biggest behavior problem "Not listening"	21	79

Table 14

Student Survey (in percent) Post Intervention Site C

Question	Yes	No
Do you feel you listen well in class	100	0
Do you feel you talk too much	0	100
Do you feel your behavior is appropriate	80	20
Do you feel your class listens well	75	25
Do you feel your class talks too much	75	25
Do you feel your class is well behaved	70	30
Do you wish you could be in a different class	10	90
Do you feel your teacher does enough	80	20
Biggest behavior problem "Talking"	40	60
Biggest behavior problem "Fighting"	10	90
Biggest behavior problem "Not listening"	50	50

One of many points of interest is question four "do your class feel you listen well," which had an increase of 25% of the students who answering "yes." Question six "do you feel your class is well behaved," had an increase of 20% answering in the affirmative. The largest increase in the survey came in question eleven "biggest behavior problem not listening," which had a 29% increase of affirmative answers.

Researcher notes and records provide the best information on the effect of the intervention. The researcher found three main points laced throughout the notes:

1. During the activity in which aspects of the intervention were present, negative behavior was not present.
2. Before and after the activity containing the intervention, there was zero change in class behavior.
3. The students listen to instructions better as the intervention went on.

Conclusions and Recommendations

At Site A, the intervention proved inconclusive. Post checklist data may have been skewed due to the removal of two key students from the school who displayed negative behavior patterns. At Site B based on the presentation and analysis of the data on student surveys the students showed an improvement in their behavior and social skills. Cooperative lessons worked to help with the students' social skills such as: politeness, sharing tools, accepting ideas, and positive criticism of projects. Based on the data presented early in this chapter, it is of the opinion of the researcher at Site C that the intervention had mixed results. Based on the student survey the intervention had positive effect on behavior. The interventions also helped the students see when and where their behavior problems are coming from. The researcher at Site C feels the intervention helped eliminate negative behavior during cooperative actives the researcher noted that there was no transfer to any other part of the classroom routine.

It is also the opinion of the researcher that the cooperative learning aspect of this intervention had a larger positive effect then did the positive discipline aspect. The researchers at all three sites definitely recommends cooperative learning and teambuilding as a means of combating negative behavior. But this alone will not solve

the problem. Other means will have to be incorporated to eliminate all negative behaviors.

The researchers at all three sites have incorporated, and will continue to incorporate, cooperative learning/team building into their teaching style, but is still in search of better means to deal with this problem, especially in the area of when the class is in transition: i.e. walking in and out of the gym, locker room time, and changing actives.

In the future the researchers at Sites B and C would not use checklist. They felt they were very time consuming and extremely hard to keep accurately. If a researcher could do the checklist, while the teacher taught, this would be manageable, doing both was too difficult. At Site A, the teacher researcher liked and would continue to use checklists in the future.

At all three sites the researchers like the student surveys and would continue to use them in them in the future. The researchers at Sites B and C felt the answers on the surveys may not have been answered truthfully, yet found the answers useful and interesting.

At Site B the teacher researcher felt the tests used helped in determining the affects of the intervention. At Site C the teacher researcher would reconsider using tests. The teacher researcher assumed test scores would improve if behavior improved. This may or may not be the case. The teacher researcher would have to do more research on this topic before using them again.

At Site C the teacher researcher would recommend the teacher surveys. The researcher felt the teachers answered truthfully and the information gained was very

useful. The homeroom teacher survey used at Site C did not help the teacher researcher and would have to be redone before it could be used again.

At all three sites the teacher researchers felt that classroom notes and records were most helpful and would strongly recommend using notes and records to anyone in the future. This intervention did make both teachers and students more aware of these issues.

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Appendix A

Observation Checklist Site A

Behavior Checklist

Teacher: _____ Class: 4-1 Date: _____

Write the date of each violation under the rule that the student violated.

Class Roll

Names	Rule 1	Rule 2	Rule 3	Rule 4	Rule 5
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					
21.					
22.					
23.					
24.					
25.					
26.					
27.					
28.					
29.					
30.					

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Appendix B

Classroom Teacher Questionnaire

A. In the past year, how often have the following happen in your classroom?

B. On any given day how many times do the following happen, if at all?

1a. Students talking with out permission

Never once a month once a week every day

1b 0-2 3-5 6-7 over 8

2a. Students argue

Never once a month once a week every day

2b 0-2 3-5 6-7 over 8

3a. Students fighting

Never once a month once a week every day

3b 0-2 3-5 6-7 over 8

4a. Student use foul language

Never once a month once a week every day

4b 0-2 3-5 6-7 over 8

5a. Students talk back

Never once a month once a week every day

5b 0-2 3-5 6-7 over 8

6a. Students goofing around

Never once a month once a week every day

6b 0-2 3-5 6-7 over 8

7a. Students out of seat

Never once a month once a week every day

7b 0-2 3-5 6-7 over 8

Appendix C

Student Survey

1. Do you feel you listen well in P.E. class?

   Yes No

2. Do you feel you talk too much in P.E. class?

   Yes No

3. Do you feel your behavior is appropriate in P.E. class?

   Yes No

4. Do you feel your class listens well in P.E. class?

   Yes No

5. Do you feel your class talks too much in P.E. class?

   Yes No

6. Do you feel your class is well behaved?

   Yes No

7. Do you wish you could be in a different class?

   Yes No

8. Do you feel your teacher does enough to stop poor behavior?

   Yes No

9. What do you feel is your classes biggest behavior problem?

   Talking Fighting Not listing to instructions

Appendix D

Conference Form Site C

DISTRICT 89 CONFERENCE REQUEST FOR REGULAR EDUCATION STUDENTS

Date _____

TO: _____ _____
Name of Parent/Guardian Name of Student

_____ _____ _____
Address Grade Room #

Dear _____:

In order to provide each student with the proper guidance and supervision during the course of the school year, cooperation between the home and the school is necessary.

Circumstances at this time make it necessary for you to come to school for a conference at the time designated below or call the school to schedule another date and time for the conference.

☐ Your child will be allowed to return to school pending a conference.

☐ Your child will not be allowed to return to school until a conference is held.

TIME _____

DAY OF WEEK _____

DATE _____

_____ _____
Student's Signature Date

_____ _____
Teacher's Signature Room #

_____
Principal's or Designee's Signature School Phone Number

Appendix E

Worksheet Site B

Student Name:
Grade:

"TIME-OUT" WORKSHEET

Directions: Please answer the following questions while you are in time out.

1. Why do you think you are in time out?

2. Is there anything you could have done differently so you wouldn't be in time out right now?

3. If you broke a rule which one was it?

4. Will you try to do better from now on?

_____ YES

_____ NO

5. Explain what you are going to do in the future to avoid being in time out.

6. Sign Your Name _____

Appendix F

Off Task Checklist Site B

OFF TASK BEHAVIOR CHECKLIST

DATE:_____

NAME										
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
11.										
12.										
13.										
14.										
15.										
16.										
17.										

TOTAL TIMES OF OFF TASK BEHAVIOR=

Appendix G

Detention Checklist Site B

DETENTION CHECKLIST

NAME										
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
11.										
12.										
13.										
14.										
15.										
16.										
17.										

TOTAL NUMBER OF DETENTIONS IN TWO WEEKS=

Appendix H

Detention Slip Site B

Emerson Middle School
Detention Notice

Date Issued _____

Student _____ Homeroom _____

Type of Detention: **BEFORE SCHOOL** **LUNCH** **AFTER SCHOOL**

Date of Detention _____

Time of Detention _____

To be served in room _____

Reason:

_____

_____

_____ _____

Teacher Parent Signature

PARENT/OFFICE/TEACHER

PR-ADM-82-98

Appendix I

Student Survey Site B

Student Survey

1. Do you feel you listen well in class?

   yes no

2. Do you feel you talk too much in class?

   yes no

3. Do you feel your behavior is appropriate in class?

   yes no

4. Do you feel your class listens well?

   yes no

5. Do you feel your class talks too much?

   yes no

6. Do you feel your class is well behaved?

   yes no

7. Do you wish you could be in a different class?

   yes no

8. Do you feel your teacher does enough to stop poor behavior?

   yes no

9. What do you feel is the biggest behavior problem in class?

   talking not listening to instructions working unsafely

Appendix J

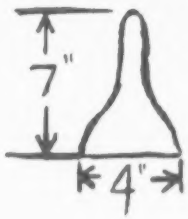
Plastic Cost Quiz Site B

GRADE

CO$T QUIZ

NAME _____

COST OF PLASTIC
$\frac{1}{8}$" = .03
$\frac{1}{4}$" = .05



$\frac{1}{4}$" THICK

FIGURE THE COST OF THE PLASTIC PROJECT:

ANSWER →

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Appendix K

Plastic Cost Quiz Site B

PROJECT TO BE MADE

PEN SET------MUST INCLUDE 2 PENS, 1 PAPER CLIP, AND PLASTIC BELOW

1 PEN AND SWIVEL PRICE = $1.00
1 LARGE PAPER CLIP PRICE = $1.00

2 PIECES OF
TRANSPARENT(TP) PLASTIC 1/4" THICK X 3-1/2" WIDE X 6-1/2" LONG

TOTAL COST FOR PROJECT = $_____

Appendix L

Plastic Cost Quiz Site B

NAME _____ PERIOD#_____

GRADE

PLASTICS COST QUIZ #2

FIND THE COST OF THE TWO PROBLEMS BELOW. SHOW YOUR WORK FOR FULL CREDIT. PUT YOUR ANSWERS IN THE APPROPIATE BOX.

1. 1/8"(TRANSPARENT) X 3-3/4" X 5-1/4"

2. 1/4"(NEON) X 2-5/8" X 4-1/8"

3. 1/8"(TRANSLUCENT-TL) X 1-3/4" X 2-3/8"

Appendix M

Plastic Cost Quiz Site B

Plastic Test

Name: _____ **Period** ____ **Date** _____

1. 1/8 X 2-3/8 X 6-1/2 = _____

2. 1/4 X 3-1/2 X 4-1/4 = _____

3. 7 pieces of 1/8 X 1 X 3 = _____

4. 4 pieces of 1/4 X 2-5/8 X 5 = _____

5. 1/4 X 1-[illegible]2 X 3-1/4 = _____

6. 1/4 X 5-3/8 X 10-5/8 = _____

7. 1/8 X 2-3/8 X 4-1/2 = _____

8. 1/8 X3-3/4 X 6 = _____

9. 1/4 X 2 X 3-5/8 = _____

10. 1/8 X 1-5/8 X 2-1/8 = _____

Appendix N

Checklist Time-off Task Site C

1. Amount to time in locker room over 5 minutes.

6 – 7	7 – 8	8 – 9	over 9
____	____	____	____

2. Amount of time to start taking attendance.

0 – 2	2 – 3	3 – 4	over 4
____	____	____	____

3. After attendance, amount of time before exercises start.

0 – 1	1 – 2	3 – 4	over 4
____	____	____	____

4. Amount of time over 6 minutes to do exercises

0 – 2	3 – 4	5 – 6	over 6
____	____	____	____

5. Number of times teacher had to stop during daily instruction.

0 – 1	2 – 3	3 – 4	over 4
____	____	____	____

6. Number of times teacher had to discipline students.

0 – 1	2 – 3	4 – 5	over 5
____	____	____	____

7. Amount to time spent on disciplining students.

0 – 1	1 – 2	2 – 3	over 3
____	____	____	____

8. Amount of time on task.

45 – 40	39 – 35	34 – 30	below 29
____	____	____	____

Appendix O

Checklist Time-outs Site C

Numbers correspond to the numbers in the grade book, next to student's name. Mark down each time the student is sent to time-out.

Date _____

Student Number Number of time-outs

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____

Appendix P

Survey Classroom Teacher Site C

Please complete the following survey within 30 minutes of picking up your class. Thank you.

Date _____

1. How long did it take to walk back to your classroom?

   1 - 3 minutes 3 – 5 minutes over 5 minutes

2. How many times did you have to stop your class in the hall due to negative behavior?

   0 – 2 times 3 – 4 times over 4 times

3. Once in your classroom, how long did it take your students to get seated?

   Right away 1 – 3 minutes over 4 minutes

4. After the students were seated, how long did it take to get on task?

   Right away 1 – 3 minutes over 4 minutes

5. After 30 minutes is your class on task?

   Yes No

6. Do you feel your class is better behaved from the previous time you picked them up?

   Yes No

Appendix Q

Classroom Rules Site C

Room 36

1. When teacher is talking the class in quite
2. Teacher will only talk for 10 minutes.
3. Students will only take seven (7) minutes in the locker room.
4. All arguments will be solved by the teacher
5. No fighting

Consequence

1. If talking teacher will give one warning, then send student to locker room.
2. If teacher goes over 10 minutes the class will have 10 minutes of free time.
3. If students go over 7 minutes in the locker room they will lose any free time they have earned
4. If fighting in class teacher will send students to the office.

Appendix R

Alphabet line up

Rules:

1. Students can not talk
2. Students have to line up in alphabetical order by their first name.
3. This could be done by middle name, last name, or change the name to age line up, or birthday line up.

Appendix S

4 Way Volleyball

Grade: 5th Room(s): 36

Goal: Teamwork volleyball skill stricking an object

Equipment: Two volleyball nets one volleyball

Location: gym

Procedure: Set up two volleyball nets in the gym. One using the standard and the other is tied on the baskets.
After warm-ups (see warm-ups in sub folder). Place students into four (4) teams. Place each team on a court.
Play a game of four way volleyball.

The object is to work with other teams to score on a team.

Appendix T

Volleyball

	1 point	2 Points	3 Points	4 Points	5 Points
Bump	Missed ball Did not try	Hit ball Arms straight or Knees bent	Arms straight and Knees bent	Arms straight Knees bent 10 – 15 high or Ball cacheable	Arms straight Knees bent 10 15 feet high Ball cacheable
Set	Missed ball Did not try	Hit ball Pop the ball or Knees bent	Pop the ball and Knees bent	Pop the ball Knees bent 10 – 15 high or Ball cacheable	Pop the ball Knees bent 10 15 feet high Ball cacheable

Graders name _____

Test takers name _____ Score: Bump _____
Set _____

Graders name _____

Test takers name _____ Score: Bump _____
Set _____

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Appendix U

Saint Xavier University

Consent to Participate in Research Study
"Improving Student Behavior"

January, 1999

Dear Parents,

In partial fulfillment of my masters degree, I am currently working on an action research project and I have chosen your child's class to participate in this study. Through improved teaching I hope to increase student behavior and involvement so that instruction time may be maximized. I believe your child will benefit from this intervention.

Participation in this study is voluntary, your child's grade or benefits will not be effected in any way if you choose not to participate. Normal classroom procedures will continue and each student will participate in all classroom activities as usual. Your child's identity will remain anonymous. Please feel free to contact me if you have any questions or concerns.

Sincerely,

Mr. Norris
Physical Education Teacher

I freely and voluntarily consent to my child's participation in this study. I understand that my child's identity will remain anonymous. I know that I may keep a copy of this consent form for my own information.

Name of Participant

_____ _____
Signature of parent/Legal Guardian Date

Appendix V

Behavioral Intervention Site A

BEHAVIORAL INTERVENTIONS

Depending upon the nature of the behavior problem, one or more of the following interventions will occur.

INFORMAL DISCUSSION
A member of the school staff will discuss the issue with the student.

LOSS OF PRIVILEGES
The privileges lost may include removing the student from the playground, lunchroom, library, bus, and/or classroom participation.

DETENTION
The student will be required to stay after school. The parent will be notified before detention takes place. If, because of transportation or prescheduled activities, a detention would cause hardship that day, the student is to remain the next day.

RESTITUTION
Students will provide appropriate restitution. For example, if a student marks a desk, the student may be required to clean the marks off the desk.

CONFERENCE
A conference will be held with the student, school staff, and parent, as appropriate, to develop a plan for improving behavior.

IN-SCHOOL SUSPENSION
The student attends school but is excluded from classroom and/or related activities for a period of up to three (3) days. The student will be supervised during this in-school suspension.

SHORT SUSPENSION
The student is excluded from school and/or related activities for a period of up to three (3) days. It is the student's responsibility to contact the teacher in order to keep academically current. In these cases, the parent(s) will be notified.

LONG SUSPENSION
The student is excluded from school and related activities for a period of four (4) to ten (10) school days. It is the student's responsibility to contact the teacher in order to keep academically current. Parents will be notified and a conference with the principal, the student, the parent, and appropriate school staff will be conducted.

EXPULSION
After investigating a recommendation by the school principal that a student be expelled, the Superintendent of Schools shall, if he concurs with the recommendation, arrange for expulsion proceedings as established by the Board of Education.

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Appendix W

Lesson Plan Site A

LESSON PLAN
TOXIC TRAGEDY

Toxic Tragedy: An Original Initiative

Physical Description

1. Element Specifications

   Option 1 (without apparatus) An area approximately 12 ft. by 8 ft. with mats on the floor (inside) or an open area (outside) with a string border criss-crossing in the middle at chest height of the average participant.

   Option 2 (with apparatus) An open area approximately 12 ft. by 12 ft. clear of hazardous debris. Within the area is a 12 by 8 ft. webbed frame 3 ft. above the ground. Attached to this structure is a net spread out chest height of the average participant above the frame.

   Safety Check

   1. Supply mats or other cushioning material for activity area indoors.
   2. Inspect activity area for hard or sharp objects outdoors.
   3. When activity is conducted on full apparatus:
      Inspect webbing and support framework for rot.
      Inspect hardware for tightness and security.

Initiative Goal

For the entire group to traverse the 12 foot, horizontal space (either the floor or the webbing frame) with only six participants (variable) able to touch the floor or webbing and no participants above the chest-height boundary.

nstructions to Participants - "Toxic Tragedy" Scenario

One afternoon a group was hiking in the woods when they encountered a cliff. When they roceeded to the edge to look at the view, the edge broke off, causing them to slide down the liff's side into a pit. Because of the loose gravel, they couldn't climb out. They also ealized they had almost slid into a toxic dump. Each side of the pit was a sheer cliff. rapped without any chance of rescue, their last resort was to crawl out.

he group discovered that six items (which can be any natural item, i.e., acorns or pebbles. erhaps something previously studied) would provide an immunity to the toxicity. Anyone in ossession of this object could cross the pit safely, but the objects may not be passed on to nyone else.

nother problem they encountered was a toxic cloud that extended from the top of the cliff to est level. They could find nothing that would make them immune to the toxic cloud above eir heads.

A third problem was that the non-immune people crossing the pit had to remain in physical contact with at least two people who were immune. Their goal, of course, was to get the entire group (immune and non-immune) safely across the pit to the other side.

Guidelines

1. No one is safe from the toxic air: therefore, if anyone rises above the string the group must begin again.
2. A maximum of six participants can be immune to the toxic floor, ground, or net.
3. Non-immune people can only get through by maintaining contact with at least two immunes at all times while crossing the field.
4. Immune participants, once they have entered the toxic zone, cannot leave until all non-immunes are safely across.
5. If one of these guidelines is broken, then all must begin again. At this time, the immunity objects can be carried by new people.
6. Once the non-immune people are across the area, the immune people must help get each other across. Because each non-immune person drained some of the immunity, the person closest to the beginning of the toxic pit must leave first. The group progresses until all are out of the pit, remembering that the now non-immunes must touch 2 immunes at all times and may not touch the pit.

Safety Precautions

★Facilitators and non-immune participants should act as spotters if the chosen solution requires it. ★This activity requires special attention to protecting the heads and spines of participants. ★For activity on the full apparatus, facilitators need to ensure that body placements will not cause webbing to cross participants throats or other sensitive areas.

Reflection Guides

1. What was group communication like during initial planning?
2. How did the group finally decide on the plan that was used?
3. Why did that plan work?
4. Did communication patterns change through the process? How?
5. Were any new communication techniques needed/used during final stages?
6. How did you feel about the physical contact during this activity?
7. In what different ways was cooperation necessary or evident?
8. Is there some new thing you learned about yourself, someone else, or the group?

Possible Solutions (for facilitators only)

1. Two crawlers with a person lying across their backs.
2. Four crawlers lines up carrying one across their backs.
3. Four-six people lying on stomachs, head to foot, with people creeping or rolling over them.
4. Six people lie on backs alternating direction to pass a person over their heads. If this option is chosen allow for spotters without penalty. Also remind non-immunes to remain rigid as they are passed.

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Appendix X

Lesson Plan Site A

LESSON PLAN

Piranha River
Decision-making and problem solving activity
No reference

PURPOSE: To incorporate cooperation, trust, and communication into a fun and challenging experience.

OBJECTIVES:
1. Students will practice group decision-making to solve initiative problem.
2. Students will learn effective team work.
3. Students will practice brainstorming, cooperation, and leadership roles.

EQUIPMENT:
Old towels and a space

GOAL: To reach the other side of the river without falling off the raft, or touching the floor off the raft with a body part.

GROUP SIZE:
3 on a towel

ACTIVITY:
The group mission is to traverse the Piranha River(a section of gym floor) only with the aid of a raft(an old towel). If anyone touches the river with any part of their body, that body part is bitten off by the Piranhas and cannot be used until they land on the other side.

SAFETY:
1. Solutions must be safe, i.e., no running and diving for the towel, etc.
2. The same rules that apply in a gym setting apply for game.

2

VARIATIONS:
1. Use smaller and smaller towel.
2. Use a large blanket.
3. One member of the group is injured, cannot physically assist, and must be transported by the other group members across the river.
4. Come back across the river.

DEBRIEFING:
1. Did everyone feel they had a role in this activity? Why, why not?
2. How did you decide on solutions?
3. What worked and what did not work solving this problem?
4. What other possible solutions could there be?

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Appendix Y

Lesson Plan Site A

Activity: **S.O.S. (Sinking Ship)**

Purpose: To challenge participants to work cooperatively towards a group goal.

Objectives:
- Participants will demonstrate the ability to listen to each other as they problem solve their way to a solution.
- Participants will learn the value of working together cooperatively and unselfishly.
- Participants will learn the value of good communication when working together.

Equipment:
4 large mats
5 small mats
5 jump ropes
5 scooters

Description: The participants are all gathered on 2 large mats at one end of the playing area. They are informed that their luxury liner, which has been sailing across the Pacific Ocean, has just hit a reef and is sinking in the shark infested waters. Everyone must evacuate the ship as quickly, carefully and efficiently as possible. The passengers have a large amount of cash and valuables in a safe which they are bringing along with them. There are several sand bars between the ship and a tropical island. The passengers must use the one person lifeboats (scooters) and the ropes to move everyone from the ship to the sand bars and onto the island. The sand bars are all staggered and placed no further apart than a rope's length. The island is the other 2 large mats at the other side of the playing area.

Rules:
- No one may move from one location to another without the help from another person.
- If someone touches the floor with any part of their body, the person must return to the sinking ship.
- Each sand bar can accommodate only 4 persons. If a 5th person steps on the bar, everyone on that bar must return to the sinking ship.
- If the safe carrying the valuables touches the water, it too must be returned to the sinking ship. The safe may go on a scooter alone or with a passenger carrying it.

Safety:
- Players may only sit or kneel on the scooters. They may not stand.
- Players should be made aware of the danger of rolling over fingers or getting long hair caught in the wheels while they are kneeling and leaning forward.
- Caution must be taken when using ropes not to hit someone.

Variation:
- Set a time limit to the evacuation. Give a certain amount of time for everyone to leave the ship and/or to get everyone to the island.
- After everyone has made it successfully to the island, inform the passengers that the island is occupied by cannibals and they are coming over the mountains towards them. Everyone must get off the island and onto the sandbars.
- You may also choose to describe this as a pirate ship with a cargo of gold aboard.

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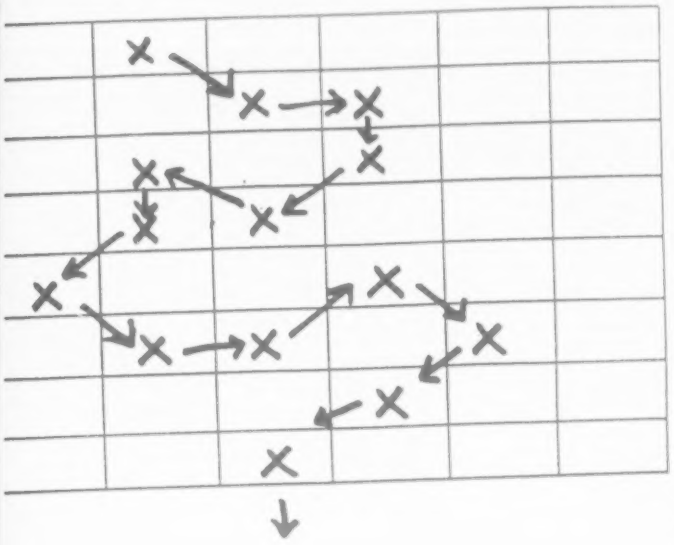
Appendix Z

Lesson Plan Site A

ELECTRIC MAZE
from Bag of Tricks II pp. 47-48 by Jane Sanborn

ials Needed: grid that is 5 or 6 squares across and 8 to 10 squares long (a eet or tarp may be used...or maybe just plain 'ole masking tape on the floor or d), a pattern written up on an index card (see example below), stopwatch or other j device (optional)

am of a sample "Maze": (patterns may vary in difficulty)



Challenge: The group is to find the path across the grid in as little time as possible. The process is trial and error (a great problem solving strategy to learn, especially, but not exclusively, in math classes!!). Only one person is allowed on the grid at a time.

Task: To begin, one member of the group steps into a square on the first row of the grid. The facilitator will indicate if a space is open or closed. Once a space is open, it is always open. A closed space may open up if it is entered from the correct direction. When a team member finds an "open" square, s/he may try again to define the path further. If a "closed" space is found, then a new leader must take over and begin again. (Note: as the discovery of the path progresses, the team members on the sideline will become more and more involved, trying to tell the player on the grid which move to make.) When one member of the team has made it to the end of the grid, the entire group must walk through the grid on the designated path. (Time to stop the clock!!)

Safety Considerations: This is a ground initiative which requires more thought than physical abilities. Depending on the set up of the activity, it can be construed as very facilitator dominated. "Right and wrong" steps are pointed out by the facilitator. Use caution in the position that places you. The safety issue is an emotional safety in terms of power and control issues.

Variation: Do not allow the group to communicate with any form of human speech. They may, however, devise a method of communication with animal sounds, machine sounds or any other type of noise. They will need a few minutes before beginning the challenge to define this method of communication.

Processing the Experience (Debriefing Issues and Questions): What did team members learn? Did some players become leaders? What kind of leaders? How did players who were not leaders feel? How did players feel when they were on the "maze?" Did they appreciate the help from teammates or find it more difficult to concentrate? How did players deal with frustration? Which players preferred being on the "maze?" Which preferred being on the sidelines? How did different players "play" out the power and control issues? What does this challenge say about making mistakes?

Follow-up to Discussion: give the team a few minutes to plan a new strategy and begin again with a new path. Can they shorten their time on the second try?

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Appendix AA

Time out Work Sheet Site A

Student Name: **Grade:**

"ON THE SIDELINES IN PE" WORKSHEET

Directions: Since you are unable to participate in PE today, please answer the following questions during our class.

1. Why are you unable to participate in PE today?

A._____ I am sick, not feeling well, or I am injured
B._____ I did not wear the right shoes or clothing
C._____ I am in time-out
D._____ Another Reason _____

2. Write a letter (or make a drawing) to the principal explaining what activities we did in class today.

3. Write down what CUES or HINTS your friends learned in class today.

4. Choose a friend to watch for 5 minutes during class. Write down what he or she was doing for those 5 minutes.

5. Write down how you feel about missing PE class today?